Department of Education

Dennis M. Walcott, Chancellor

2012-2013
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME:

23K073

PRINCIPAL: KENYA STOWE EMAIL: KSTOWE@SCHOOLS.NYC.COM

SUPERINTENDENT: AINSLIE CUMBERBATCH

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
K. Stowe	*Principal or Designee	
J. Mahler	*UFT Chapter Leader or Designee	
D. Saunders	*PA/PTA President or Designated Co-President	
J. Lloyd	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
J. Killebrew	Member/Teacher	
C. Germain	Member/Teacher	
K. Gillis	Member/Parent	
C. Johnson	Member/Parent	
L. McCain	Member/Parent	
T. Abdelrahman	Member/Parent	
L. Burns	Member/Teacher	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.
Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO SCEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) HERE and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: HERE.

  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement

- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 HERE.

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Major Recommendation

- Feedback from the Quality Review that was done in November 2012 reveals (on page 4) that there are inconsistent teaching practices across the school resulting in varying levels of differentiation, students engaging in tasks that promote critical thinking skills, assessment practices, and supports provided for subgroups. As a result of this feedback, improvement in teacher pedagogy and practices must be supported and monitored.

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

____ 2.2 School leader's vision	____ 2.4 School leader's use of resources
____ 2.3 Systems and structures for school development	__X__ 2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

By June 2013, teachers will improve their performance in designing coherent instruction as evidenced by 75% of teachers being rated as effective or highly effective in this competency using Danielson's Framework for Teaching.

Instructional strategies/activities

- Responsible staff members:
  - Administrators
  - Classroom teachers
  - Support staff and service providers
  - Network support
  - AUSSIE Consultant
  - CITE Consultant
  - Leadership Academy Coach
- Implementation timelines: September 2012-June 2013
- Actions/Strategies/Activities:
  - Participation in the Teacher Effectiveness Pilot program
  - Grade meetings and faculty conferences will be used as venues to discuss the Designing Coherent Instruction competency of the framework
  - Administrators will develop a normed understanding of the Frameworks for teaching via coaching and development from the Teacher Effectiveness Pilot program
  - Administrators will conduct a minimum of 4 informal observations and 2 formal observations per teacher
  - Administrators will provide teachers with verbal and/or written evidence-based feedback within one week of the informal or formal observations
  - Administrators will use the TEP Feedback Protocol to engage teachers in conversations about their professional practice
  - Administrators will receive mentoring and support from outside consultants to enhance their understanding of supporting effective teaching practices
  - Monitoring and tracking of progress toward individual goals utilizing teacher action plans
  - Purchase of supplemental materials that will enhance instructional practices
  - In the building and outside of the building inter-visitations will be done so that teachers are exposed to effective teacher practices
  - On-going targeted professional development provided by administrators, network support and AUSSIE/CITE Consultants that will include but is not limited

to designing coherent instruction, engaging students in learning, using questioning and discussion techniques and using assessment in instruction, analyzing student work to identify problems of practice, differentiated instruction, Universal Design for Learning, and utilizing effective teaching strategies to meet the needs of all learners (teachers will be paid per session for any professional development that takes place after normal school)

- CITE and Leadership Academy coaches will be hired to provide professional development to both administrators 2 times a month throughout the year
- Continued participation in our on-going in classroom PD via the "Instructional Rounds" model, which focuses heavily on teacher questioning skills and utilization of performance tasks that promote and assess critical thinking skills, in which teachers on the grade level critique each other's performance as a vehicle for instructional change
- Formal check-ins around teacher's formative growth along the continuum will occur with all teachers in February and June
- Teachers will engage in self-assessment using Danielson Rubric

Budget and resource alignment

- Indicate your school's Title I status: ☒School Wide Program (SWP) ☐Targeted Assistance Program (TAP) ☐Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

☐ Tax Levy ☒ Title IA ☐ Title IIA ☐ Title III ☐ Set Aside ☐ Grants ☐ Other-describe here: _____

Service and program coordination

Title I Priority/Focus and SWP funds will be used to pay AUSSIE consultants to provide support in improving teaching practices. The AUSSIE consultant will work with various teachers 4 times a month on Mondays and Wednesdays from October through June providing workshops, in class support and assistance with developing coherent lesson plans. These funds will also be utilized for CITE consultants who will provide workshop and in class support for teachers throughout the year from October through June in enhancing their teaching practices. These funds will also be used for teacher per session when the professional development takes place after school hours (approximately 200 hours of teacher per session). Additionally, funding will we used to support the development of the administrative staff in understanding and supporting improving teaching practice. CITE consultants will provide coaching for both the principal and assistant principal throughout 2 times a month throughout the year. Lastly, funds will be utilized to purchase instructional materials to enhance teaching practices.

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Major Recommendation

- Feedback from the Quality Review that was done in November 2012 reveals (on page 4) that the school must develop greater coherence of rigor and alignment between curricula and State standards to ensure that all students make progress in their learning. As a result, attention must be given to ensure that the curriculum is rigorous and aligned with the CCLS to ensure that all learning opportunities promote critical thinking skills.

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

x 3.2 Enacted curriculum	____ 3.4 Teacher collaboration
____ 3.3 Units and lesson plans	____ 3.5 Use of data and action planning

Annual Goal #2

By June 2013, 100% of the ELA and Math units of study in grades K-8 will be rigorous, coherent and aligned with the Common Core Learning Standards enabling students to engage in tasks that are rigorous and promote critical thinking skills.

Instructional strategies/activities

- Responsible staff members:
  - Administrators
  - Classroom teachers
  - Support staff and service providers
  - Network support
  - AUSSIE Consultant
  - CITE Consultant
  - Leadership Academy Coaches
- Implementation timelines: September 2012-June 2013
- Actions/Strategies/Activities:
  - Ongoing professional development on the CCLS will be provided by Network support staff, administrators, grade leaders and outside consultants
  - Teacher Teams will meet during common planning times to develop the Common Core-aligned units of study
  - Teachers will meet once a month during common planning times to collaboratively plan lessons, tasks and rubrics that are aligned with the Common Core Learning Standards units of study and/or make any modifications to the units that are needed as a result of the gaps that are surfaced during the monthly inquiry meetings
  - Teachers will meet monthly to engage in Looking at Student Work by using protocols to support an understanding of student needs, a shift in the scope and sequence requiring students to ground reading, writing, and discussion in evidence from text, as well as apply a task analysis guide to determine the academic rigor of instructional and assessment tasks
  - Teachers will review student work against CCLS to identify gaps in instruction, modify instruction and create meaningful tasks
  - School administrators and instructional coaches will provide timely feedback on all units of study
  - Teachers will engage in professional development sessions on Rigorous Curriculum Design
  - Instructional Team (teachers and administrators) will meet twice a month to discuss the quality of the units of study, assist in creating the units of study, create common assessments and rubrics, ensure vertical and horizontal alignments across the grades and to identify instructional resources/materials designed to strengthen the curriculum and enrich learning experiences (the Instructional Team will be paid per session for

meetings that occur after normal school hours)

- Teachers across subject areas will engage in professional development on creating tasks that are aligned with CCLS and that require students to ground reading, writing, and discussion in evidence from text
- Due dates for the units will be established and adhered to
- Supplemental materials in ELA and math will be purchased to allow for successful implementation of the new units of study
- Network support staff will help to deepen teachers' knowledge of instructional shifts
- Students will be exposed to more non-fiction text, supplemental non-fiction material will be purchased
- Utilization of Achieve 3000 (web-based non-fiction differentiated literacy program) with an identified targeted population
- Teachers will expose students to more mathematics questions that will require them to take multiple steps to solve them and demonstrate a conceptual understanding of the concept
- CITE and Leadership Academy coaches will be hired to provide professional development to both administrators 2 times a month throughout the year
- Units of study in literacy across content areas will include performance tasks that require students to discuss arguments, state claims and provide evidence from the text that support the claims they make
- ELA units of study will include performance tasks that require students to compare two or more texts
- Math units of study will allow teachers to teach fewer topics in mathematics, which will allow for more time to focus on the major topics as related to each specific grade

Budget and resource alignment

- Indicate your school's Title I status: ☒School Wide Program (SWP) ☐Targeted Assistance Program (TAP) ☐Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

☐ Tax Levy ☒ Title IA ☐ Title IIA ☐ Title III ☐ Set Aside ☐ Grants ☐ Other-describe here:_____

Service and program coordination

Title I Priority/Focus and SWP funds will be used to pay AUSSIE consultants that work with teachers twice a month from October through June to provide support in developing rigorous ELA and Math units. These funds will also be used to pay for 11 teachers and 1 administrator on the instructional team for 2 hours for 15 weeks (for 330 hours for teachers and 30 hours for administrators) to modify and analyze the units of study to ensure rigor and CCLS alignment and to pay the instructional team per session when the PD takes place after school hours. Additionally, funding will we used to support the development of the administrative staff in understanding and supporting designing rigorous units of study. Consultants from CITE and the Leadership Academy will be hired to provide coaching for both the principal and assistant principal twice a month from October through June. Lastly, funds will be utilized to purchase supplemental instructional materials such as Achieve 3000 to align with the newly designed units.

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Major Recommendation

- The recent 2011-2012 NYC Progress Report reveals that only 20% of our students are proficient in ELA based on the NYS ELA Exam. As a result, attention must be given to the analysis of data and the results must be used to create strategic action plans that will improve student outcomes.

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

_____ 4.2 Instructional Practices and strategies

___ 4.4 Classroom environment and culture

_____ 4.3 Comprehensive plans for teaching

_x_ 4.5 Use of data, instructional practices and student learning

Annual Goal #3

By June 2013, teachers will use a variety of data sources including looking at student work, conducting gap analysis and analyzing student performance data of our ELLs, SWDs and holdovers, and use this data to inform instructional practices, resulting in an increase of 10% of the students in grades 3-8 scoring a level 3 or above on the NYS ELA exam.

Instructional strategies/activities

1. Responsible staff members:
    a. Administrators
    b. Classroom teachers
    c. Support staff and service providers
    d. Core Inquiry Team
    e. AUSSIE Consultant
    f. CITE Consultant
2. Implementation timelines: September 2012-June 2013
3. Actions/Strategies/Activities:
    - We will implement and reinforce a balanced literacy program and use the workshop model to deliver instruction
    - All students performing at a Level 1 or 2 will be required to attend the morning AIS program
    - After-school program specifically for all students performing at a Level 1 or 2 (8 teachers and 1 administrator will be paid per session to support the after school program). The program will run from October 2012-April 2013 and will take place on Mondays and Wednesdays from 3:15pm-5:15pm.
    - Use of Achieve 3000 to increase student Lexile levels and reading comprehension skills
    - Students in the lowest third will be the targeted population of the Core Inquiry Team. The Core Inquiry Team (8 teachers and 1 administrator) will meet for 2 hours a month from October through June to analyze the performance data of students in our subgroups and devise strategic action plans for improving performance.
    - Students that have been identified as having deficiencies in decoding and encoding will receive Wilson instruction during the morning AIS program
    - Purchase Wilson Reading Program to support students with deficiencies in decoding and encoding skills
    - Purchase READY ELA and Math materials and Measuring Up Live supplemental programs to be used to support improving student outcomes
    - Weekly conferencing with individual students to address their strengths, weaknesses, and next steps for learning
    - Maintenance of updated “Who’s Who” lists for all classroom students, identifying all students with special status i.e. Special Education student, SETSS services, ELL, Former ELL, Modified Promotional Criteria, etc., so teachers can easily identify the additional services needed by each student in their class
    - Professional development activities on improving student outcomes (teachers will be paid per session for any professional development that takes place after normal school hours)
    - On-going professional development support for all teachers in improving instructional practices (teachers will be paid per session for any professional development that takes place after normal school hours)
    - Teachers will continue to improve the quality of differentiated instruction, via an ongoing school-wide prioritization of professional development on the effective use of this

strategy to meet individual student needs

- Portfolio and assessment binder development to track individual progress
- Use of support staff such as paraprofessionals to support student learning
- Teachers will continue to create interim goals for themselves and their students that are designed to improve their pedagogy and increase student learning/progress
- Teachers/administration will work collaboratively to align activities with the literacy program placing emphasis on development of comprehension skills and ability to think critically
- Implementation of classroom and interim Acuity Assessment results will be continuously analyzed to determine the needs of students
- On-going uploading and analysis of student assessment data into our school-based data base
- Weekly team meetings with teachers and support staff to discuss planning, modifying instruction, meeting the needs of all learners, analyzing and using data to drive instruction, share best practices and design instruction and create performance assessment tasks that assess higher order thinking skills
- Monthly grade level common planning, assessment analysis, and inquiry team meeting activities for all classroom teachers
- Revision of ELA curriculum maps in grades Pre-K to 8 to incorporate monthly performance assessments that are aligned with CCLS, assess higher order thinking skills and address various DOK levels

Budget and resource alignment

- Indicate your school's Title I status: ☒School Wide Program (SWP) ☐Targeted Assistance Program (TAP) ☐Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

☐ Tax Levy ☒ Title IA ☐ Title IIA ☐ Title III ☐ Set Aside ☐ Grants ☐ Other-describe here_____

Service and program coordination

Title I Priority/Focus and SWP funds will be used to pay 8 teachers and 1 administrator per session for 4 hours a week for 29 weeks to work the Academic Intervention After School program that will from October 2012-April 2013 on Mondays and Wednesdays from 3:30-5:30 (approximately 900 hours). These funds will also be used to pay 8 teachers and 1 administrator on the core inquiry team per session for 2 hours a month from October through June to analyze the performance data of students in our subgroups and devise strategic action plans for improving performance. Lastly, Title I Priority/Focus and SWP funds will be utilized to purchase instructional materials/software (Measuring Up Live, Achieve 3000, Ready) needed to support improving student performance.

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Major Recommendation

- The recent 2011-2012 NYC Learning Environment Survey reveals that we only received an overall rating of 6.6 (noted on the cover page) for safety and respect. As a result, attention must be given to creating a positive and safe school environment.

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

__ 5.2 Systems and partnerships

__ 5.4 Safety

_x_ 5.3 Vision for social and emotional developmental health

__ 5.5 Use of data and student needs

Annual Goal #4

By June 2013, we will implement school-wide systems to decrease the number of Level 3, 4 and 5 occurrences by a minimum of 25% (from 149 in 2011-2012 to 112 or less in 2012-2013).

Instructional strategies/activities

- Responsible staff members:
  - Administrators
  - Classroom teachers and support staff
  - Parent Coordinator
  - CITE Consultants

- Implementation timelines: September 2012-June 2013
- Actions/Strategies/Activities:
  - Ongoing professional development in PBIS for the dean, guidance counselors and teachers on building school culture, promoting positive behaviors, managing student behaviors and establishing a culture for learning provided by the Network and outside consultants (staff members will be paid per session for any professional development provided after school hours)
  - Continue promoting and rewarding of positive behavior through our Great Bucks program
  - Behavior team will meet weekly to analyze student incident data, identify trends and devise a plan of action to address chronic behavior problems.
  - Friday extra curricula activities (led by 7 teachers and 1 administrator) and extended day clubs (led by clusters) where teachers will address social development and promote positive behaviors (teachers/administrator will be paid 2 hours per session a week from December 2012-June 2013)
  - Best Practices Standards for Creating and Sustaining a Safe and Support School will be utilized to ensure structures and routines are in place to ensure a safe environment.
  - Bullying Prevention/Anti-gang workshops will be provided by School Safety Community Outreach Division
  - Teachers will incorporate the school's "core values" and premise of our school song into their classroom culture

Budget and resource alignment

- Indicate your school's Title I status: ☒School Wide Program (SWP) ☐Targeted Assistance Program (TAP) ☐Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

☐ Tax Levy ☒ Title IA ☐ Title IIA ☐ Title III ☐ Set Aside ☐ Grants ☐ Other-describe here:_____

Service and program coordination

Title I Priority/Focus funds will be used to pay 7 teachers and 1 administrator per session for the Extra Curricula After School program that will from December 2012-June 2013 on Fridays from 2:30-4:30 for 25 sessions. These funds will also be used to pay staff members per session for 10 professional development sessions for 15 teachers that takes place after hours designed to support improvement in building school culture, promoting positive behaviors and managing student behavior. These funds will also be used to for CITE consultants to provide professional development/workshops 10 times this year in the area of building school culture, promoting positive behaviors and managing student behavior. Lastly, Title I Priority/Focus funds will be utilized for supplemental materials needed to support social emotional development.

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Major Recommendation

- The recent 2011-2013 Learning Environment Survey reveals (noted on page 5) that 91% of our parents either satisfied or highly satisfied with how well the school communicates with them. As we strive to improve parental communication and build stronger partnerships between the home and school, attention must be given to improving this result.

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

___ 6.2 Welcoming environment ___ 6.4 Partnerships and responsibility

_x_ 6.3 Reciprocal communication ___ 6.5. Use of data and families

Annual Goal #5

By June 2013, communication with parents will improve as evidenced by 95% or more of parents responding they are satisfied or very satisfied on the 2013 Learning Environment Survey responding to the question, "How well your child's school communicates with you".

Strategies to increase parental involvement and engagement

- Responsible staff members:
  - Administrators
  - Classroom teachers and support staff
  - Parent Coordinator
  - CITE Consultants

- Implementation timelines: September 2012-June 2013
- Actions/Strategies/Activities:
  - Monthly morning parent meetings for parents to discuss concerns and academic progress with their child's teachers
  - Monthly coffee with the principal for parents to meet with the principal to discuss any concerns
  - School/Home Connection Monthly Newsletter
  - Increased teacher/parent/school communication via welcome letters, parent contact log, progress letters, school messenger system and school website
  - Use of ARIS Parent Link site to keep parents informed of student interim and state assessment results
  - Availability of school computer lab for parents to access ARIS Parent Link
  - Use of School Messenger service and website to keep parents informed of student attendance and school events/initiatives
  - Use of E-Chalk School Internet site to keep parents informed of classroom initiatives and student reports
  - Principal's Open Door Policy - scheduled meetings with parents to address their needs or concerns
  - Parent of the Month Recognition
  - Parent Suggestion Box
  - Monthly parent workshops, PTA meetings and events such as Academic Night and our Multi-cultural Festival designed to increase parental engagement
  - Common Core Learning Standards workshops

- Share units of study with parents
- Conduct workshops for parents on the new Common Core Learning Standards

Budget and resource alignment

- Indicate your school's Title I status: ☒School Wide Program (SWP) ☐Targeted Assistance Program (TAP) ☐Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

☐ Tax Levy ☒ Title IA ☐ Title IIA ☐ Title III ☐ Set Aside ☐ Grants ☐ Other-describe here:_____

Service and program coordination

Title I Priority/Focus funds will be used for CITE consultants to conduct 5 workshops during October to June period designed to improve parental involvement/engagement. Topics will include but not be limited to Understanding the CCLS, Supporting Your Child's Education, Understanding Student Progress and Building Home/School Relationships. The funds will also be used to fund activities/events designed to promote parental involvement and engagement. Additionally, funds will also be used to pay for the school's messenger, E-Chalk, and School/Home Connection subscription purchased to improve communication with parents. Lastly, funds will be utilized for supplemental materials to support creating a welcoming and positive school climate, fostering communication and encouraging parental involvement that successfully prepares students for the next level.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	• Balanced literacy • Workshop model • Strategies for Writers • Achieve 3000 • Wilson • Voyager • Measuring Up • Interventions that accompany the core curriculum	• Varies depending on when the service is being provided	• During the school day • Before and after school (Morning AIS – Monday and Tuesday from 8:00am-8:50am, After School Monday and Wednesday from 3:15-5:15)
Mathematics	• Balanced literacy • Workshop model • Math Connects • Measuring Up • Interventions that accompany the core curriculum	• Varies depending on when the service is being provided	• During the school day • Before and after school (Morning AIS – Monday and Tuesday from 8:00am-8:50am, After School Monday and Wednesday from 3:15-5:15)
Science	• Balanced literacy • Workshop model • Measuring Up • Interventions that accompany the core curriculum	• Varies depending on when the service is being provided	• During the school day • Before and after school (Morning AIS – Monday and Tuesday from 8:00am-8:50am, After School Monday and Wednesday from 3:15-5:15)
Social Studies	• Balanced literacy • Workshop model	• Varies depending on when the service is being provided	• During the school day • Before and after school

	• Interventions that accompany the core curriculum		(Morning AIS – Monday and Tuesday from 8:00am-8:50am, After School Monday and Wednesday from 3:15-5:15)
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	• At risk counseling • PBIS	• Small group • Individual	• During the school day

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

The principal in collaboration with the Network 401 HR Director will follow the policies set forth by the Department of education to ensure that the selection of highly qualified teachers follows the guidelines set by the New York State Education Department. The principal will also attend various hiring fairs to hire highly qualified teachers. We will also utilize the New Teacher Finder and NYC Teaching Fellows to identify potential candidates. Through our monthly cycle of professional development, professional development will be offered to all staff members to ensure that they receive continuous training to improve their practices. If any teacher is identified as Not Highly Qualified on our BEDS survey, we encourage those teachers to take classes to become highly qualified in the area that they are teaching and offer tuition reimbursement for these classes.

P.S./I.S. 73K'S Parent Involvement Policy

2012-2013

Kenya Stowe, Principal
Nadya LaBorde, Assistant Principal

E. Taylor, Parent Coordinator
Daniel Saunders, PTA President

251 MacDougal Street,
Brooklyn, New York 11233
Phone (718) 573-0288
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Kenya Stowe, Principal
Nadya LaBorde, Assistant Principal

Parent Involvement Policy
PS/IS 73
"Striving for Greatness"

PS/IS 73, The Thomas Boyland School, is committed to developing and implementing a parent involvement policy that fosters a partnership between the home, school and community. Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent-Teacher Association, as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

Public School/Intermediate School 73

School-Parent Compact

Pt. 1

PS/IS 73, and the parents of students participating in activities, services and programs funded by Title 1, Part A of the Elementary and Secondary Education Act (**ESEA)** agree that this compact outlines how parents, the entire school staff, and the students will share the responsibility for improving student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This School-Parent Compact is in effect during school year September 2012- June 2013

School's Responsibilities:

Pt.2

PS/IS 73. Will provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

- Increasing positive interactions between teachers and parents via ongoing outreach and activities
- Increase teacher/parent communications regarding academic progress
- Implementing better classroom management practices, to ensure that all students are able to participate in all learning activities
- Revising our curriculum maps to incorporate rigorous instruction and performance tasks that meet the requirements of the Common Core Learning Standards
- Providing Before School and/or After School and tutorial in ELA, Math, Science and Social Studies to the greatest extent that our budget will permit
- Providing instruction in test preparation
- Providing small group activities and project-based learning activities
- Addressing ELA skills through a "Skill of the Week" focus, and integration into all curriculum areas, to the greatest extent possible
- Tailoring instruction to meet the needs of the students
- Sending home progress reports every other month to parents
- Holding Parent-Teacher conferences a minimum of two times a year, so that parents can meet with their children's teacher to learn about their progress toward meeting their promotional requirements

- Offering incentives such as mid and end of year certificates and/or celebrations, for those parents who respond to or attend school events, surveys, questionnaires, a maximum of 50% of the time. The responsibility for tallying/tracking this data will be that of designated members of the SLT
- Displaying a bulletin board dedicated to our "Honorary Members" of our parent body who have shown outstanding commitment to their children, via the participation in school activities
- Implementation of "Student of the Month", "Staff Member of the Month" and "Parent of the Month" programs
- One morning every month (during the 50 minute extended day period), parents will be invited in to the school to speak with their child'(ren's) teacher(s) about their progress
- Providing parents access to the school's computer lab to enable them to view their child's academic progress and school data on-line
- Parents of any students who are enrolled/registered after the first week of school will have the opportunity to meet their child (ren's) teacher on the same day, during his/her prep. If the teacher's prep has passed at the time of enrollment, the parent will be given an appointment to meet with the teacher within a week's timeframe.

Parent teacher conferences will be held:

- **November 13, 2012**- Elementary/Middle School Parent/Teacher conference afternoon and evening.
- **March 12, 2013**- Elementary/Middle School Parent/Teacher conference afternoon and evening.

PS/IS 73 will provide parents with reasonable access to staff. Staff will be available for consultation with parents as follows:

- Daily access to Parent Coordinator Monday-Fridays, 8:00am- 3:30pm
- Daily access to Principal via appointment
- Ongoing communication with parents through home visits and phone calls provided by Family Assistants.
- Daily access to teachers/school staff via appointment

PS/IS 73 will provide parents with opportunities to volunteer and participate in their child's school and to observe classroom activities (if necessary to support the child/his teacher) as follows:

- After the completion of the Learning Leaders (LL) training, parents will be able to volunteer in classrooms.
- LL parents can volunteer in the lunchroom.

- LL parents can volunteer in classrooms other than their child's class.
- LL parents can escort children to the restroom.
- LL parents will provide office support.
- LL parents can volunteer to monitor the students' bathrooms, while in use

Parents Responsibilities:

We, as parents, will support our children's learning in the following ways:

- Monitor attendance.
- Making sure that homework is completed.
- Monitor content and amount of television our children watch, as well as their use of video games.
- Volunteer to assist my child's teacher where needed.
- Participate as appropriate, in decisions relating to our children's education.
- Promote positive use of our child's extra curricular time.
- Stay informed about our children's education though ongoing communication with the school and/or by promptly reading all notices from the school and responding, as appropriate.

Student Responsibilities

We, the students, will share the responsibility to improve our academic achievement and achieve the state's high standards. We will:

- Do our homework everyday, and ask for help when needed.
- Read at least 30 minutes everyday outside of school time.
- Give to my parents or caregiver all notices and information received by me from my school.

Additional School Responsibilities:

Build and develop a partnership with parents to help their children achieve the states high academic standards. PS/IS 73 will:

- Recommend to the Local Educational Agency (LEA) the names of parents of children receiving Title 1, Part A programs who are interested in serving on the state committee of Practitioners and School Support Teams.
- Notify parents of schools participating in Reading First, as well as any Title 1 Literacy program operating in the school.
- Work with the LEA in addressing problems, if any, with implementing parental involvement activities located in Section 118 of Title 1 Part A.
- Work with LEA to ensure that a copy of the SEA's written complaint procedures for resolving any issue of violation(s) of a federal statue or regulation of Title 1, Part A programs is provided to parents of students.

This compact was prepared by:

_____Kenya Stowe_____
Principal/Designated Person

Daniel Saunders _____
Title 1 Chairperson

_____Colleen Johnson_____
Title 1 Secretary

_____
Other

Dated_____ October 11, 2012_____

School, Parent and Student Agreement

Parents and students must read and sign where indicated below. Please return **this page** to your child's teacher of the following school day. Keep the remaining pages for your records.

I have read and understood the agreement between myself the school and students.

☐ I am in agreement with this compact
☐I am not in agreement with this compact

_____ _____
PS/IS 73 Date

☐ I am in agreement with this compact
☐ I am not in agreement with this compact

_____ _____
Parent's Signature Date

☐ I am in agreement with this compact
☐ I am not in agreement with this compact

_____ _____
Student Signature Date

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the ⓘ.

Part I: School ELL Profile

A. School Information ⓘ

Cluster Leader/Network Leader Anthony Conelli	District 23	Borough Brooklyn	School Number 073
School Name Thomas S. Boyland			

B. Language Allocation Policy Team Composition ⓘ

Principal Kenya Stowe, IA	Assistant Principal Gena Lipscomb, IA
Coach n/a	Coach n/a
ESL Teacher Malcolm Wadley	Guidance Counselor Sandra Villarson
Teacher/Subject Area Ms. Smith	Parent Nykia Wilson
Teacher/Subject Area Ms. Burns	Parent Coordinator Claudia Cochran
Related Service Provider Donna Walters	Other type here
Network Leader Roxan Marks	Other type here

C. Teacher Qualifications ⓘ

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	493	Total Number of ELLs	32	ELLs as share of total student population (%)	6.49%

Part II: ELL Identification

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

#1. PS/IS 73K adheres to the following steps for initial ELL identification of students who may possibly be ELLs. At admissions, parents are assisted by Mr. Wadley, licensed ESL Teacher and are instructed in their native language by our designated bilingual staff, particularly the Pupil Accounting Secretary, who is Spanish speaking, to assist parents with completing the surveys. Trained pedagogues such as: ESL and Bilingual teachers conduct an informal and formal oral interview in English and in their native language to both students and parents. Parents are advised that their child will have to take a formal initial assessment (LAB/R). Mr. Wadley, who is our ESL contact Teacher and who teaches ESL in responsible for the initial screening, administrating the HLIS, the LAB-R, and the formal initial assessments. Upon the completion of the HLIS form, the licensed ESL Teacher (with the assisitance of the Pupil Accounting Secretary, who is responsible for registering students) will determine if there is a basis for administering the LAB-R or Spanish Lab (if the student is a native speaker of Spanish) assessment to them. If there is not a licensed pedagogue available who speaks the native language of the parent, then translation services are sought via the DOE service providers. This screening process must take palace within a 10-day period for students who are first time entrants to the NYC Department of Education (DoE.) Copies of the HLIS are also placed in the student's cumulative record folder and another is also maintained in a central file for monitoring purposes. An informal oral interview in English and in the native language of the parent (whenever possible) is also conducted to both the students and their parents. Parents are advised that their child will also have to take a formal initial assessment called the Language Assessment Battery in Reading (LAB/R) to determine if they will be eligible for ELL services. Our ELL Teacher and Ms. Mann, the Pupil Accounting Secretary are responsible for collaborating with each other to conduct the student's initial screening, administering the HLIS, the LAB-R, and any other formal initial assessments that might be necessary. Our LAP team members meet formally and informally at least monthly and work collaboratively with the Principal to review our ELL student data and annually evaluate students' progress in NYSESLAT. ATS provides a list of students that are eligible to take NYSESLAT for the current school year. The report used to determine eligibility is called RLER/LAT. NYSESLAT assesses ELL students ability in the four skills of reading, speaking, listening, and writing. ELL studnets are administered all four parts of the NYSESLAT by our licensed ESL teacher, Mr. Wadley. If a student is absent on a test date, make-up days are established to complete any missing section of the test.

#2. In order to ensure that parents understand all three program choices (Transitional Bilingual, Dual language, Freestanding ESL) at admissions, all forms and surveys are made available to our parents in translated versions. Our Parent Coordinator, Ms. Cochran also works with our ESL Teacher and Pupil Accounting Secretary to contact parents of prospective ELL students by phone or sends mail correspondences to the parents on an ongoing basis, inviting them to attend our Parent Orientation sessions to view the Chancellor's NYC Department Of Education mandated ELL Parent Video and discuss their program options This process is conducted within the first 10 days of registration for students who are first time entrants into the NYC DoE. During the orientation session, parents receive a comprehensive packet of ELL information, and get an opportunity to meet with LAP team members that will assist them in making the appropriate program selection for their child. Parent choice is respected and parent choice guidelines are adhered to. Students are identified as ELLs after review of the HLIS, and the child's LAB and LAB-R results. Parents may also request to observe and visit the participating classrooms to make their final program decision.

#3. Our Pupil Accounting Secretary and our ESL teacher work collaboratively to ensure that parents receive and return their entitlement letters, Parent Surveys and Program Selection forms. Outreach to the parents include in school parent orientation sessions, phone calls, and translation services. If parents do not return forms then they are advised that the default program for ELLs is the Transitional Bilingual Education Program, as per CR-Part 154 regulations. Copies of the HLIS are also kept in the student's cumulative record folder and another is also maintained in a central file for monitoring purposes.

#4. The following criteria and procedures are adhered to in order to place identified ELL students in bilingual or ESL instructional program:

- During admissions, the Pupil Accounting Secretary, Ms. Mann, our Parent Coordinator, Ms Cochran, and our trained school LAP members including our ESL teachers provide parents of newly enrolled ELLs with information on the different ELL programs that are available.
- We use translated material (brochures, DVDs) provided by the Office of ELLs and if necessary we use services offered by the Translation and Interpretation Unit to better serve our parents.
- Parents complete a Home Language Survey and the student is interviewed if necessary in the native language to make an initial determination of the child's home language.

. The parent receives and completes the survey indicating what language their child speaks at home.

- Parents are then invited to attend Parent Orientation in their native language or in English during our regularly scheduled Parent Orientation meeting in September, and are given opportunities to ask questions so that they can make an informed placement selection and to assist them with completing their Program choice form, so that they can return it at the end of the orientation session. Additionally, on-going orientation in Spanish and Haitian-Creole are provided, (if necessary) throughout the school year, to inform parents about curriculum and specific program information. We have staff available that speak both languages who are designated to answer any specific questions parents may have about the programs we offer. This is an on-going process that transpires throughout the year, as new portenntial ELLs are admitted into the school.
- Parents who are unable to attend the scheduled meetings may call the school to make an appointment to discuss program matters and their child's academic progress. Generally, the first period of the day has been set aside to assist parents with much needed translations of documents and/or to conduct parent/student conferences.
- ELLs are administered the Language Assessment Battery-Revised (LAB-R). If student scores below proficiency (i.e. on a beginning, intermediate or advanced level) the student is then considered an ELL and is placed in the appropriate program, within ten days of enrollment.
- Parent choice, coupled with program availability and LAB-R results determine program placement for ELLs. Parents are notified immediately by mail regarding their child's eligibility.

As stated above, here at PS/IS 73K, we work hand in hand with parents to inform them the program choices that are available to them, if their child is identified as being eligible to receive ELL services. We also take the time to inform them about the available resources and ESL program model here at our school. However, in the end, it is the parents who make the final decision to find a school offering Bilingual/Dual Language programs or opt for a Freestanding ESL instructional program. In the event that that is their request, we will assist them with findidng a school nearby that offers either a dual language or transitional bilingual education program, in the event that we do not have sufficient students on two contiguous grades to form a dual language or TBE class. Via our ESL push in program, all of our students also participate in art, physical education, science, and social studies courses, just like their general education counterparts. Parents' choice and program offerings are discussed during our School Leadership meetings, LAP meetings, PTA meetings, and other related conferences. The Program model offered at our school is aligned with parent requests.

#5. After reviewing the Parent Surveys and Program Selection forms for the past few years, the trend in program choices has been consistently the option of participating in our ESL program. However, based on a review of the most recent parent choice forms, this year we may have to offer a Transitional Bilingual Education program to our students, as the parent choice request numbers were as follows: Bilingual Education (07), Transitional Bilingual Education (09), ESL Education (07), and no choice requested (02). We give Parents the opportunity to choose the programs of their choice: Transitional Bilingual Education Program (TBE), Dual Language Program, and Freestanding ESL Program. Currently, we only offer a free-standing ESL push-in program, however, during our Parent Orientation session, parents are informed that they have the right to request that a Bilingual class, or Transitional Bilingual program are formed, if there are 15 or more parents on two contiguous grades, who desire that program. In cases where there aren't enough students to form a bilingual or TBE class, the parent can opt for their child to attend another school in our district, or opt to stay in the ESL program at our school. Additionally, parents are informed of a school where such program choice may exist.

#6. The program models offered at our school are aligned with parent requests. However, as stated above, in the near future, if we have at least 15 parents (currently we have 09) who opt for the Transitional Bilingual Education Program, then we will change our program offering to a TBE program here at our school, instead of an ESL Program, which we currently offer. Testing accommodations are provided to proficient ELLs for two years after they have tested out of the ESL program.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	**K**☒ **1**☒ **2**☒ **3**☒ **4**☒ **5**☒ **6**☒ **7**☒ **8**☒ **9**☐ **10**☐ **11**☐ **12**☐

This school offers (check all that apply):

Transitional bilingual education program	Yes☐	No☒	If yes, indicate language(s):
Dual language program	Yes☐	No☒	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**Tot #**
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0	0	0	0					**0**
Dual Language (50%:50%)	0	0	0	0	0	0	0	0	0					**0**
Freestanding ESL														
Self-Contained	0	0	0	0	0	0	0	0	0					**0**
Push-In	1	2	1	1	1	1	1	1	1					**10**
Total	**1**	**2**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**0**	**0**	**0**	**0**	**10**

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	32	**Newcomers (ELLs receiving service 0-3 years)**	23	**Special Education**	4
SIFE	5	**ELLs receiving service 4-6 years**	8	**Long-Term (completed 6 years)**	1

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. ⓘ

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	23	5	1	8	0	3	1	0	0	32
Total	**23**	**5**	**1**	**8**	**0**	**3**	**1**	**0**	**0**	32
Number of ELLs in a TBE program who are in alternate placement:										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**TOTAL**
Spanish														**0**
Chinese														**0**
Russian														**0**
Bengali														**0**
Urdu														**0**
Arabic														**0**
Haitian														**0**
French														**0**
Korean														**0**
Punjabi														**0**
Polish														**0**
Albanian														**0**
Yiddish														**0**
Other														**0**
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		**1**		**2**		**3**		**4**		**5**		**6**		**7**		**8**		**TOTAL**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12
Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number): African-American: ___ Asian: ___ Hispanic/Latino: Native American: ___ White (Non-Hispanic/Latino): ___ Other:	

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**TOTAL**
Spanish	1	0	0	6	1	5	4	1	0	0	0	0	0	**18**
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
Russian	1	0	0	0	0	0	0	0	0	0	0	0	0	**1**
Bengali	0	1	0	0	0	0	0	0	0	0	0	0	0	**1**
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
Arabic	1	3	1	0	1	0	0	0	1	0	0	0	0	**7**
Haitian	0	0	0	0	1	0	0	0	0	0	0	0	0	**1**
French	0	1	0	0	1	1	0	0	0	0	0	0	0	**3**
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
Other	0	0	0	0	0	1	0	0	0	0	0	0	0	**1**
TOTAL	**3**	**5**	**1**	**6**	**4**	**7**	**4**	**1**	**1**	**0**	**0**	**0**	**0**	**32**

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

1. How is instruction delivered?
    a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
    b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
    a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
    a. Describe your instructional plan for SIFE.
    b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
    c. Describe your plan for ELLs receiving service 4 to 6 years.
    d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

#1. Here at PS/IS 73K, all ELL students on a grade are clustered by placing them in the same class to the greatest extent possible, where the ESL teacher pushes in to service them. In those cases where students are unable to be clustered in the same class, as is the case with our Students With Disabilities (SWDs), who are also ELLS, when it is not possible to place all ELL on the same grade in the same official class, those students who are in other classes travel with the ESL teacher to the classroom of the other students on the grade, who are already clustered together, so that they can receive instruction together. This program design makes it easier to provide the mandated service hours to all eligible students, via a model that ensures that our students get the maximum support available to them at one time. It was also created to create a sense of fellowship and comradery amongst our ELL students, as well as to enable our administration to support and track the progress of our ELLS to the greatest extent possible. When the students were spread out in different classes across the grade, as they were in the past, it was not easy to track and support the, or to support their teachers. Now the amount of pervasive on-going support that is needed by classroom teachers is much less.

Our ELL students receive push-in ESL instruction via a collaborative approach to teaching and learning 100% of the time, so that our ELLs do not miss classroom instruction, but instead receive the support of the ESL teacher in their homerooms, that are heterogeneously grouped, where the teacher is more familiar with their instructional needs. The allotted amount of push in each class varies according to the program mandates for our students. Students who scored at a beginner or intermediate level on the NYSESLAT receive a minimum of 360 minutes of ESL block instruction, while those who scored at an advanced level only require 180 minutes of ESL block instruction to ensure that they have the greatest opportunity for contiguous learning that is provided by two teachers possible. However, if there a combination of beginner, intermediate, and advanced students clustered in one class, then they all benefit from receiving 360 minutes of ESL push in support/instruction. Support, for our ELL's also includes interactive approaches to instruction that more deeply engage the students in the four language modalities, in addition to strategies, such as accountable talk, computerized instruction, and the use of manipulatives to support their learning.

To further support our ELLs, all of them are invited to participate in our 37 1/2 Minute advisory program and our After School tutorial/test preparation program. Via both of the se programs, the students who participate receive additional individualized and small group support, to further help them with their academics and areas of need.

#2. As mentioned above, ELL students on each grade are clustered into the same class, to the greatest extent possible, and when it is not possible to place all ELL on the same grade in the same official class, those students who are in other classes travel with the ESL teacher to the classroom of the other students on the grade, so that they can receive instruction together. The allotted amount of push in each class

varies according to the program mandates for our students. Students who scored at a beginner or intermediate level on the NYSESLAT receive a minimum of 360 minutes of instruction, while those who scored at an advanced level only require 180 minutes of instruction. However, if there a combination of beginner, intermediate, and advanced students clustered in one class, then they all benefit from receiving 360 minutes of ESL push in support/instruction

#3. This year, explicit ESL instruction is delivered via a new ESL push-in program at P.S/I.S. 73K, which is designed to support our ELLS via a partnership with their classroom teacher. We decided to try this model, because we did not believe that we were getting the maximum results possible out of our pull-out model. Now with the partnership of two individuals, students receive instruction via a smaller teacher to student ratio and via the partnership of two adults, one of whom know s the students as learners, better than the ESL teacher does, we hope to gain greater results. Via this new model, The ESL teacher travels to the classrooms of the students that she supports, and in some cases, in order to cluster the students together in sometimes heterogeneous and sometimes homogeneous groups (depending on the subject/activity) to provide the students with a support system for each other, students sometimes travel to other classrooms, along with the ESL teacher for instruction. Via this push-in model, we are able to ensure that the students get their mandated service hours (360 minutes for students who are at the beginning and Intermediate levels, and 180 minutes for students who are at the advanced level), and in some cases, due to the heterogeneous groupings of the students who have varying NYSESLAT levels, there are oftentimes students that receive additional ESL hours, that are provided above and beyond their mandated hours. While in the classroom, the ESL teacher collaborates with the students' classroom teacher via a co-teaching model, to support the students in becoming English proficient within their homeroom setting. English Language acquisition is emphasized in the content areas using a balanced literacy approach with visuals and realia. Language functions and strategies are taught within the content of the lesson. The instructional components are based on the NY State ESL standards. Additionally, content area instructionin science, social studies, and math, are conducted, using ESL methodology, in which all teachers receive training. Specialized materials, such as the computer and electronic devices are also used to support student learning. To assess our students and determine their needs, our teaching staff will continue to use the ECLAS 2 and DIBELS literacy assessments to identify the students' reading levels in grades K-3 and the y will use other diagnostic exams, such as running records to assess the needs of the students' in grades 4-8. For math, the teachers will use the diagnostic materials in the Everyday Math or Impact Math programs to identify the students' strengths and weaknesses.

Explicit ESL Instruction

Explicit English a Second Language is provided in our programs. Instruction includes literature-based and content-based instruction alignment explicitly to the NYS learning standards in ESL, ELA, and NLA and all content areas. Instruction complies with mandated CR Part 154 regulations.

P.S./I/S. 73K strives to serve every ELL by having the classroom teacher work together with the ESL teacher who pushes in for small group instruction. The two teachers provide students with additional time for instruction.

Explicit ELA Instruction

ELLs will receive Interim ELA assessments in English only, to support our goal of increasing their ELA achievement. ELA skills tests will be administered monthly across all grade levels. We will also continue ELA test sophistication in preparation for NYSESLAT. We will adhere to test guidelines and allow ELLs additional time for test taking according to the manual. ELLs will also be allowed to use word for word dictionaries during ELA and NYSESLAT examinations.

#4. ELL's are evaluated in their native language by the completion of the LAB exam. The LAB exam is given to students that score at or below cut scores on the LABR. LAB results help in the determination of language dominance for planning in providing bilingual and ESL services.

#5To support our SIFE, newcomers who have been here 0-3 years, our students who have received services 4-6 years, our long-term students, who have received ESL services for more than 6 years, and our ELL's with special needs, our ESL and classroom teachers use differentiated instruction, which is designed to meet the student where they are academically, to support the student, ELLS in becoming

English proficient.

Our plan for SIFE students begins with the identification and screening of students who enter as new entrants to the NYC Public School System (code 58's) with a HLIS OTELE (Other than English) and a complete review of the Spanish LAB, LAB-R and the Home Language Survey (HLIS). We identify students who are at least two years below expected grade level and have some basic literacy skills in their native language, or who have no skills in their native language. Feedback is also requested from the classroom teacher and parent to help plan for instuction for our students. At present we have no SIFE students. However, if we did have any our plan for these students would be to provide a differentiated program that would develop their core academic language and literacy skills both English and the native language. Students will also practice English skills through the use of Imagine Learning English technology reading program and trade books written in the native language of our students. The Imagine Learning program uses an ESL and Core Knowledge-Content area approach to learning. It can be used for whole class lessons, and for differentiated instruction. The goal of the program is to expose all ELL students including SIFE to strategies that accelerate their academic growth. Imagine Learning features school readiness, high frequency words, listening and speaking, phonemic awareness, emergent literacy, reading and writing, literary response and analysis. Automated reports detail student progress for teacher grouping and parent information can be translated into first language. Additionally, SIFE students are closely monitored in our school's intervention academic programs such as extended day morning, after-school, and Saturday Academy. The program uses standard base instruction, NLA support, and interactive approaches such as library, and study groups.

Instructional plan for Newcomers

Our plan for Newcomers receiving services for (less than 3 years) is mainly to cluster all ELL students on the same grade in the same class for optimum academic performance. Students learn to interact, share experiences without peer pressure, and teachers can plan to meet students' individual needs. Via the collaboration of the ESL push in teacher and the classroom teacher our plan is to help students increase language development through technology and small group instruction, and pervasive vocabulary instruction. We try to make the learning environment as pleasant and comfortable as possible by assigning another classmate whenever possible who speaks their native language to assist in the transition process and with translation needs. In doing so, the students who are new to the country develop basic skills and the necessary language to cope with daily social and academic demands. Interim ELA test practice and test sophistication activities are also used to prepare students to meet NYS standards. If possible, we would also like to have n afterschool program dedicated specificlly to ELLS.

Our plan for (4 to 6 years) ELLs is the same as for our newcomers, with the addition of an intense immersion in reading and writing activities (depending on the area that they need improvement upon, as per their performance on the NTSESLAT.

Our plan for long term ELLs (completed 6 years) is to involve them in Academic Intervention Services (AIS), such as our After school and 37 1/2 Minute Extended day programs, test sophistication sessions, counseling services, and in peer study groups. Daily journal writing and teacher directed writing projects will be included into the classroom instruction. We will offer testing modifications, extended time, small grouping, and class setting conducive to learning.

Our plan for our ELLs (special needs) is to increase high frequency vocabulary, use more lesson adaptions such as audio cassettes, overhead projectors, visuals, big books, and technology such as Imagine Learning English, Read 180 program, Passport Journeys II to enrich language lessons. Continue test sophistication and much needed practice one to one, differentiated instruction.

The ESL teacher makes use of ESL methodology strategies, modeling and scaffolding strategies to aid students in language acquisition via the alignment of and infusion of the NYS ELA standards and English acquisition into their ELA, science S.S., and math instruction For our LEP students who speak very little English/no English, the ESL teacher uses the computer/internet/ and electronic learning devices, such as LEAP Pads, to engage the student in meaningful learning activities, via their native language. With the use of these programs/resources, our teachers' primary focus is placed on immersing the students in listening, speaking, and vocabulary activities, so that they can acquire the English language faster.

For our LEP students who have a greater command over the English language, the ESL teacher and classroom teacher collaborate to support the students in the areas that they performed weakest in, on the NYSESLAT. Some of the strategies that eh ESL teacher uses are pre-reading, during reading, and after reading strategies (i.e. modeled reading, skimming, scanning, rereading for details, summarizing, etc.), to help the students improve their reading comprehension. Semantic webs are used to aid in language acquisition and writing. ESL instruction is designed to support the learning of various proficiency classifications through differentiation for student's needs. In addition,

A. Programming and Scheduling Information

the ESL teacher also helps students prepare for their State exams by addressing test preparation before the exam. Comprehensive questions are posted on chart paper. Students are required to answer Comprehension questions by restating the questions in their answer. The teacher often uses the Language Experience Approach to get her students to speak. Their ideas are written down and reread by the students themselves at their own level. Brainstorming charts are used to access student's prior knowledge. The Four Square Writing methodology is used often and is very helpful to ESL students as it gets them to organize their thoughts into paragraphs. Total Physical Response (TPR) is used to help younger students remember important concepts (i.e. number of days in a week). Each day grade 3-6 students have a Problem of the Day to solve. The teacher puts a word problem on the dry erase board. Students must try to solve the problem and must show their work.

#6 Teachers of ELL and of Students with Disabilities, (SWDs) deliver 90 minute block periods of Literacy and Mathematics daily. Achieve 3000 is used as a comprehensive Content Area reading technolgy program. Students participate in guided reading instruction using the Wilson Program to introduce and reinforce vocabulary, phonics, phonemic awareness, syllabication, and sentence building that provide students access to academic content areas and accelerate English language development. Our plan for our ELLs with special needs is to increase high frequency vocabulary, use more lesson adaptions such as audiocassettes, overhead projectors, visuals, big books, and technology such as Imagine Learning English, Passport Journeys II to enrich language lessons. Continue test sophistication and much needed one-to-one practice, differentiated instruction. Our plans for LEP students with disabilities whose IEP recommend ESL/Bilingual instruction is as follows: 1) The ESL teacher will give students more time to complete class work, model the writing process through scaffolding and building sentence structures. Allow students to read and discuss orally, and through the use of creative art the setting, characters, problems and solutions in a given story. 2) The ESL teacher will guide students in the creative writing process. Students will write across the curriculum and will utilize Common Core-Aligned Tasks with instructional support-Teacher College Reading and Writing Project, (TCRWP). glossaries, picture dictionaries and the internet to develop story narratives, biographies, and stories in the form of plays. The students will use Building Fluency through Reader's Theater, High Interest literacy chapter books, and Moving Into English to further develop literacy. 3) The ESL teacher will meet with classroom teachers to discuss individual student progress and student class work every Wednesday during 37 1/2 minutes from 2:20-3:10, and have daily feedback during common preparation periods throughout the day. 4) Students will participate in rigorous Academic Intervention services (AIS) After School, 37 ½ minutes of extended Day Monday-Tuesday using differentiated small group instruction and tutorial program through Global Partnership and Learning Liberty, S.E.S providers.

#7 P.S./I.S. 73K is committed to providing curricular, instructional, and scheduling flexibility to meet the diverse needs of ELLs-SWDs within the least restrictive environment. Our ESL students are placed in a General Education classes according to grade level. SWDs are placed in their classes according to their Individualized Educational Plan, (IEP). The assigned classroom teachers keep ELL for the day. Cluster Content Area teachers visit the classroom and provide instruction after the 90 minute block periods. Beginner and Intermediate Ells in grades K-8 receive 360 minutes of ESL instruction and are either pulled-Out or Pushed-In based on student class schedules. Generally, students are scheduled for ESL classes in the morning after the literacy block periods have ended. Advanced level students receive 180 minutes of ESL instruction in the afternoon after the Mathematics block periods have ended. This model facillates grouping for instruction in both General and the least restrictive environment, and allows few interruptions to students' daily academic schedule.

Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction

Native Language Arts	
Social Studies:	
Math:	
Science:	

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	

25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

#8. Our targeted intervention programs for ELLs in ELA, Math and other content ares as follows: For ESL instruction we use a Pull-Out/Push-In organizational model. The ESL teachers work collaboratively with general education classroom teachers on student scheduling and programs. The students are picked-up daily by the ESL teacher for instruction. Those students who are not already clustered together in the same classroom on each grade are taken to their respective ESL classrooms for instruction. Students are homogenously grouped in various ways (by proficiency level, interests, needs, ets) for instruction, so that it is specifically targeted to meet the needs of the students in each group. In grades 3-8, the ESL teacher also pushes in for instruction and works collaboratively with classroom teacher. Lessons are supplemented and adapted to meet students' needs as well and some of the intervention strategies used by all teachers are conferencing, guided writing, and guided reading support. Additional support willl also be provided to all ELLs during After school and our 37 1?2 minute tutorial period.

#9. For those students who have achieved proficiency on the NYSESLAT, some of the transitional support that the students will receive will be an offer to participate in our After school and 37 1/2 minute tutorial programs. For those students whose parents wish for them to continue to receive ESL services (even though it is not mandatory. we will ensure that students are receiving a minimum of 180 minutes of pushi-in ESL instructional minutes provided according to proficiency levels in our ESL Pull-Out/Pusah-In program models. Each month all teachers will receive an updated list of "who's who" in their classes. These lists will contain criticl information for all students, such as their ELL, Special Education, Promotional Criteria, etc., For those students who are transitional ESL studetns, this information will be included on their "who's who form, to remind their teacher of their "at-risk status" All ELL students will also have access to leveled libraries are available both in English and their native language, which will serve as an additional support for their literacy and linguistic improvement. Teachers od ELLs will work with our beginners and intermediate level students to teach them basic vocabulary and communication skills and the fundamentals of wriiten and spoken English, so that they can be ready to develop socially and linguistically. Beginners, intermediate, and advanced level students will all focus on improving their speaking, reading and writing skills based on their varying readiness levels. Students will also prepared tot ake the NYSESLAT throught a variety of test sophistication materials throughout the course of the year.

#10. For the upcoming school year the new programs or improvements that will be implemented is as follows: In addition to providing students with the mandated ESL 360 minutes per week, our Beginners snd Intermediate students receive an additional 37 1/2 minute period of instruction geared specifically to their vocabulary development, Phonemic awareness, and Listening skills Mondays through Thursdays. All students will participate in the Imagine Learning English Technology Program to strengthen their language skills in the four modalites. All ELL students will receive their mandated ESL allotted instructional time based on student's proficiency level. Beginners and Intermediate students will receive 360 minutes of ESL per week and advanced students receive 180 minutes per week. ESL lessons are structured to teach academic vocabulary, agrammar, sentence structure/building, story comprehension, and also allow students to engage in meaningful literacy response, enjoyment and expression. ESL teachers will work collaboratively with classroom teachers to plan lessons and meet students needs. Teachers of ELLS will supplement their lessons using a variety of literacy strategies, technology, and activities.

#11. The program/services for ELL that will be discontinued are none.

#12. In order to mke content comprehensible to enrich language development, core content area instruction is provided through a scaffolded English approach during the student's Literacy Block. Some of the strategies that will be used are a balanced approach to teaching literacy via activities such as read alouds, shared reading, guided reding, modeled writing, guided writing, and independent reading and writing; as well as regular conferencing with students about their work/needs, during writing, reading and math. Methodologies used include the Total Physical Response (TPR), WEST ED QTEL reading strategies, read aloud, Language Experience Approach, KWL, and activities in all four language modalities (listening, speaking, reading, and writing).
ELLs: Bilingual/ESL students will participate in our after school program, which provides targeted instruction in the specific areas of need for each student, NYSESLAT preparation, and instruction on their grade level promotional standards in English. Students will receive small group and individualized instruction for the purpose of identifying annd addressing their individual needs, and developing and strengthening their literacy, math and language skills. The classroom and ESL teachers will use NYS-ESL standards, instructional strategies and alignment to Core Knowledge curriculum, Balanced Literacy and the application of rthe district ESL prototype. All instruction will also comply with CR Part 154 Regulations.

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#13. The Instructional materials support the learning of our ELL population are: We use an eclectic apprach which includes dual language libraries, Troophies/Moving Into English, Achieve 3000, Imagine Learning English, Balanced Literacy Progras as the reading program, Santillana Intensive English Program, which is used to elicit langauage development and develop congnitive academic vocabulary, Spanish/English dictionaries, picture dictionaries, thesaurus: Synonyms and antonyms, encyclopedia, word walls charts, Attanasio & Associates NYSESLAT preparation booklets K-8, big books, and audio cassette libraries. All teachers attend in-house professional development opportunities in order to better serve our ELL population. Some activities used by classroom teachers are role playing, KWL charts, guided reading, read alouds, and discussion, graphic organizer, and visuals to enhance their learning opportunities.

#14. Instructional plan for newly enrolled ELL students before the beginning of the school year are: Our plan for SIFE students begin with the identification and screening of students who enter as new entrants to the NYC Public School System (code 58's) with HILS OTELE (Other than English) and complete review of the Spanish LAB, LAB-R and the Home Language Survey (HLIS). We identify students who are at least two years below expected grade level and have some basic literacy skills in the native language. Much feedback is received from the classroom teacher and parent. At present we have no SIFE students. However, if we did have any our plan for these students would be to provide a differentiated program that would develop their core academic language and literacy skills both English and the native language. Students will practice English skills through the use of Imagine Learning English technology reading program. TheThe program uses an ESL and Core Knowledge Content area approach to learning. It can be used for whole class lessons, and for differentiated instruction. The goal of the program is to expose all ELL students including SIFe to strategies that accelerate their academic growth. Imagine Learning features school readiness, high frequency words, listening and speaking, phonemic awareness, emergent literacy, reading and writing, literacy response and analysis. Automated reports detail student progress for teacher grouping and parent information can be translated inot first language. Additionally, SIFE students are closely monitored inour school's intervention academic programs such as 37 1/2 Minute Extended Day and After-School Tutorial. The program uses standards-based instruction, and study groups, as well as materials in the students' native language, such as the internet and trade books.

#15. All supports and services provided to ELLs here at PS 73 correspond to their ages and grade levels.

#16. P.S./I.S. 73 Instructional plan for newly enrolled ELL students that receives services for (less than 3 years) are mainly to cluster them in the same classes with other ELLs on the grade, so that they receive optimum academic support from each other, the ESL teacher and their classroom teacher. Students learn to interact, share experiences without peer pressure, and teachers can plan to meet students individual needs. The transitional plan will help students incerase language development through technology and small group instruction. We try to make the learning environment as pleasant and comfortable as possible by assigning another classmate whenever possible who speaks their native language to assist in the translation process. The students who are new to the country develop basic skills and the necessary language to cope with daily social and academic demands. ELA test practice and daily test sophistication are used to prepare students rediness to meet NYS standards. Additionally, this year, we will offer a 37 1/2 Minute Extended Day and After School Program that is exclusively decigned for ELLs who have 0-3 years of schooling in the NYC DoE.
Our plan for (4 to 6 years) ELLs are laso to place them in small class size for optimim academic performance. Students and teachers plan

together long short-term goals tomeet individual needs. Increase and continue language development through technology and individualized instruction. ELA Practice Test and daily test sophistication is used to prepare students to meet NYS standards.
Our plan for long term ELLs (completed 6 years) is to involve theim in Academic Intervention Services (AIS), test sophistication sessions, counseling services, peer study groups, Title 11 programsm, Afterschool Programs. Daily journal writing and teacher directed writing projects will be included into the classroom instruction. We will offer testing modificiations, extended time, small grouping, and class setting conducive to learning.
Our plan for our ELLs with Special Needs is to ito follow their IEP closely, which suplementing their IEPs with increased instruction in high frequency vocabulary, and use of lesson adpations, such as audio cassettes, overhead projectors, visuals, big books, and technology such as Imagine Learning, software and electronic equipment , such as LEAP Pads to enrich lessons. Continue test sohistication and much needed practice one to one, differentiated instruction. Teachers of ELL students with IEPs will continue to receive support from their immediate supervisor and the IEP teacher, as well.

#17. There are no language electives offered at PS/IS 73K.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A to PS/IS 73K

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. This year our ESL teacher will receive one on one professional development support that will be directly provided to her on an on-going basis, via the Princpal, our CFN ELL Specialist, and any consultant who is partnered with our school for the year. As a part of her support, the consultant /CFN ELL Specialist will observe the ESL teachers instruction and provide her with immediate feedback/recommendations for improvement. Some of her strategies for support will also include on the spot coaching and modeling, by the Principal or CFN Specialist, if necessary. Whenever possible, we will also send the teacher out to professional development activities provided by our ISC, as well as to P.D. activities that will be provided by our CFN Network, or centrally offered PD activities. The professional development plan to build capacity for all personnel who work with ELLs will include participation in P.D.'s given by the Office of English Language Learners (OELL). This includes Workshops, such as: 1. Understanding Title III AMAOs: Accountability for ELLs, which was held on September 27, 2011. This workshop was designed to help schools understand AMAOs, their calculation methods, and practical strategies on how to use this data to improve programs for ELLs. 2. Professional Development on Language Allocation Policy which was held on October 13, 2011. This workshop was designed for Principals and AP's, the session features an updated LAP tool kit that contains the latest guidelines on how to create academically rigorous programs to meet the needs of the ELL population. 3. ELL K-12 Literacy Conference, which will be held on November 8, 2011. This workshop will focus on the implementation of practices that support the Common Core State Standards. 4. School Leadership for ELL Mathematics, which will be held on October 20, 2011. This workshop is dedicated to improving the quality of teaching the new CCLS for math to English Language Learners, is grounded in research on mathematical problem solving. Participants will learn how to use stategies for incorporating academic language development into lesson plans and how to help ELLs become proficient in using mathematical diagrams to solve problems. 5. Brain Research: Keeping ELLs in Mind, which will be held on November 2, 17th and December 7, 2011. This workshop focuses on Neuroscience, like pedagogy, looks at learning, but from a substantially different point of view, also touches on congnition, cultural and emotional aspects of learning. Our on-going workshop is Imagine Learning and Achieve 3000 which begins on October 28, 2011.

#2. The support that we provide staff to assist ELLs as they transition from elementary shool to middle school and/or middle school to H.S is the passing on of the student's portfolio from one grade to the other, so that their receiving techer can access important informtion about the student's progress, strengths, and weakniessses, via their work products. We also conduct a beginning of the year grade levlel meeting, i n which we require the techers to bring their students' cumulative record folders for the purpose of allowing them to review the files of their incoming students and to determine if there are any questions or concerns that they might have with servicing that child. We also have available to the teachers and families, the assistance of the Guidance counselor to assist students with selecting programs that provide continuity of services, and with selecting programs that are better suited to the student, based on our knowledge of him/her, or their responses on their Vocational Assessment. We also invite parents in to provide them with translation services, if needed, in order for them to complete their childrens's H.S. choice forms and to visit high schools to see if they are a match for their children, or to determine if the commute is reasonable for them.

#3. We will ensure that our new ESL teacher and new general education classroom teachers receive a minimum of 7.5 hours of professional development, via his/her participation in monthly CFN/centrally offered trainings, and via on-going weekly support from the Principal throughout the course of the school year. Trainings offered by the CFN may include topics such as cultural and linguistic diversity, ESL methodologies, and stages of language acquisition, etc. Additionally, Teachers of ELL students view webinars that are provided by Imagine Learning and Achieve 3000 that discuss successful strategies such as: Differentiation of Instruction, Incorporting Linguistic activities, Scaffolding, and meeting the needs of these students. All records are maintained by the attendance/agenda sheets, and all trainig information on our ELLs are kept in the ELL Compliance Binder which is located in the Principal's office.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

#1. To continue to increase and ensure the continued involvement of our ell parents, each month our Principal, ESL Teacher, and Parent Coordinator will collaborate and prepare for and co-facilitate our monthly "Coffee with the Principal" parent meetings. At these meetings we will continue to address their concerns and/or questions, as well as provide them with up to date information about their children's performance in all of their academic subject areas. We hope to increase and improve our communication with ELL parents this year by solicitng the support of the eLL parent on our SLT during ELL parent meetings and during SLT meetings to get her valuable feedback on ways that we can continue to refine our efforts to meet the needs of our ELL parents. However, based on the verbal feedback given to me at our last ELL "Coffee with the Principal" parent meeting, all parents who attended felt the school went above and beyond to meet their needs. As a result, they were quite satisfied with having their children attend our school. Any or all correspondance sent home will be translated in their native language of our ELL students. The actual translation services can be provided by our bilingual staff member and or translation services of the Department of Education. ELL parents are invited to attend any or all school-wide events/workshops offered by the school and or Parent Coordinator. During PTA Conferences translators are available to address all concerns. All records are maintained in our ELL Compliance Binder which is located in the Principal's office.

#2. Our school will continue to participate in the bi-monthly trainings offered by our CFN partners and the Brooklyn BETAC office. Parents of ELL students will be invited to attend workshops and any applicable translation services will be provided.

#3. We will continue to evaluate the needs of our ELL psarents by sending home surveys, and interviewing with them during our monthly scheduled parent meetings. Additionally, we have a suggestion box located in the Main Office and parents of ELL students are invited to share their ideas/needs/ concerns via this forum. Ideas/suggestions/needs are reviewed by the Principal and discussed. Applicable translation services will be provided.

#4. Our parental activities specificlly address the needs of our ELL parents, because they are designed with their specific needs/interests in mind, and via the advice of the ELL parent on our SLT, ideas/suggestions received via our suggestion box. Each month, the Principal holds a "Coffee With the Principal" meeting with the parents of all ELLs, where at that meeting, parents are encouraged to share with her, their concerns, questions, and needs. Therefore, via these meetings we have ample opportunity to communicate with the parents of our ELLs to address their concenrs and needs. In addition, ELLs parents are given materials to help their child(ren) at home to reinforce what they have learned academically, and some strategies are: extra homework materials, testing information , information regarding the ARIS portal, information regarding websites that they can use at home, additional reading materials (if requested) to reinforce what they have learned in their language. If we are not able to address parental needs/concerns at the school-wide level. The Parent Coordinator contacts the parent with the Community Agencies to address their needs or concerns. Applicable translations services will be provided.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	3	4	1	2	1	1	1	1	1					15

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	0	1	0	2	2	3	0	0	0					8
Advanced (A)	0	0	0	0	0	3	3	0	0					6
Total	3	5	1	4	3	7	4	1	1	0	0	0	0	29

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	2	0	0	0	0	1	1	1				
	I	0	1	0	1	1	1	0	0	0				
	A	0	2	0	2	2	4	2	0	0				
	P	0	0	0	0	0	1	1	0	0				
READING/ WRITING	B	0	4	0	1	1	1	1	1	1				
	I	0	1	0	2	2	3	0	0	0				
	A	0	0	0	0	0	3	3	0	0				
	P	0	0	0	0	0	0	0	0	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0
4	2	0	0	0	2
5	2	2	0	0	4
6	0	3	0	0	3
7	0	0	0	0	0
8	0	0	0	0	0
NYSAA Bilingual Spe Ed	2	1	0	0	3

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3	0		0		0		0		0
4	1		2		0		0		3
5	0		4		2		1		7
6	0		4		0		0		4
7	1		0		0		0		1
8	0		0		0		0		0
NYSAA Bilingual Spe Ed	1		2		0		0		3

NYS Science					
	Level 1	Level 2	Level 3	Level 4	Total

	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
    a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
    b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
    c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
    a. How are the English Proficient students (EPs) assessed in the second (target) language?
    b. What is the level of language proficiency in the second (target) language for EPs?
    c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

#1 P.S./I.S. 73K uses both the ECLAS 2 and the DIBLES assessments to evluate the early literacy skills of the ELL students in grades K-3. Thus far, the data shows that our ELLs continue to have difficulty with phonemic awareness, phonics, and decoding. As a result, their oral reading fluency and comprension skills are also quite weak. For those studetns whoa are able to read, most ofen they are doing nothing more than word calling, or decoding and not reading for meaning.
As a result of these findings, our ESL and classroom teachers have been informed that all ELL students must be immersed in decoding and vocabulary activities, in order to imrove their word recognition and auditory and sight vocabulary. To supplement the teachers curriculum materials, some of the materials we have purchsed to support their instruction are Imagine Learning which is a computerized software program designed to support ELL in all academic areas and Electronic Games and etc..
#2 Data patterns across the LAB-R and NYSESLAT show that our students tend to perform much better on the listening and speaking portion of the exam, than they do on the reading/writing portion, scoring at least a level below on the reading and writing portion of the exam than they do on the listening/speaking section. Consequently, our teachers (especially those in grades 3-8, have been informed that all ELLs must be heavily immersed in reading and writing activities. These students must also be conferenced with in reading and writing weekly at a minimum. ELLs in grades 3-8 are also enrolled in the 37 1/2 Minute extended day period and our After School program, so that they may receive additional academic support, particularly in the areas of reading and writing.

#3 Based on our analysis of the data and all relevant findings, the following are implications for our school LAP and instruction for grades K-8.

- Our English Language Learners (ELLs) need to receive more rigorous support that is specifically designed to meet their individual language needs. LAP data analysis indicates that ELLs easily mastered listening and speaking skills but they need intense practice in reading and writing.
- ELLs need to be more engaged in interactive reading comprehensive lessons through our grade level Reading Programs.
- teachers of ELLs ned to reinforce literacy strategies throughout the content area, infuse more ESL strategies in all classes, and need to consistently refer to the ESL standards as a guide to their instruction in all content areas.
- ELLs must improve in their English grammar skills and academic vocabulary in context vi pervasive instruction in grammar and vocabulary, both orally and in written context.
- Teachers of ELLs need to stress more writing reports in Social Studies, Math, and Science, as well as narrative procedures, narrative accounts, and persuasive essays.
- Teachers of ELLs need to continue the use of Scaffolded writing material and model the use of graphic organizers such as Four Square Methods, and KWL reading and writing strategies.
- Teachers of Ells need to continue the provision of intensive Academic Intervention Services (AIS) to all students who are not meeting State standards: (including Extended Day).
- The ESL and classroom teachers need to collaborate to maintenance aLanguage Experience Portfolios on all grades for each ELL student in order to assess students' strengths and weaknesses in particular areas of language development and to serve as a tool for academic intervention.
- Continuation of instructional strategies based on Balanced Literacy with includes 90 minutes block with writing activities based on the workshop model.
- Teachers of ELLs need continued differentiated Professional Development (PD) to meet their individual pedagogicl weaknesses.
- Continue to provide balanced literacy instruction via read alouds, shared reading, guided reading, independent reading, and writing activities for all ELLs.

#4 According to testing data in English Language Arts, Math, Science, and Social Studies, patterns across proficiency levels indicate that the majority of our English speaking ELL students are either approaching proficiency ore are proficient in the areas tested. When our students are tested in English, as compared to their native language, data indicates that the majority of the English-speaking students are

approaching or, are at proficiency level in the tested area, when tested in reading, writing, spelling and listening.

The school leadership uses the results of the ELL's Interim Assessment to further monitor student achievement and proficiency in reading, writing, and listening. The data gathered from the assessment is discussed with the ESL and classroom teachers, so that they are aware of the results, and can effectively plan for future instruction. Strategies for instruction are discussed as well. Additionally, on a daily basis during classroom instruction, teachers with ELL students work with them individually and in small groups, to address areas of deficiency. Whenever possible, the ESL teacher conferences with the classroom teacher to plan and strategize, in order to maximize ELL support.

Based on the data collected, we are using the LAP as a guide that will help us focus on improving the indicated areas of deficiency, during instruction. To that end, the LAP will be distributed to the teachers or all ELL's during a study group meeting.

Based on analysis of ELL assessment data over a three-year period. We have found the following:

- Approximately a quarter of our students scored at the Beginning level (26.3), 32% scored at the intermediate level, which is encouraging, however, we have to push for a high concentration of students at the intermediate and advanced levels. We also need to continue to strive toward having the majority of our students test out of the ESL program within 2 or 3 years.
- All except for one of our student who were tested in 2009 and were already at the intermediate level and remained at this level or improved to the advanced level. Thus students need more intense reading and writing practice in order to reach proficiency.
- 75% of our students tested in 2009 performed at the intermediate or advanced level. There is evidence that most of our students continue to make progress even through unfortunately one student regressed, from the intermediate level back to the beginner level.

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

N/A

Part VI: LAP Assurances

School Name: P.S./I.S. 73 **School DBN:** 073

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Kenya Stowe	Principal		10/14/11
G. Lipscomb	Assistant Principal		10/14/11
M.rs. Cochran	Parent Coordinator		10/14/11
Mr. Wadley	ESL Teacher		10/14/11
	Parent		10/14/11
	Teacher/Subject Area		10/14/11

School Name: P.S./I.S. 73		School DBN: 073	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Teacher/Subject Area		10/14/11
N/A	Coach		10/14/11
N/A	Coach		10/14/11
Ms. Villarson	Guidance Counselor		10/14/11
Roxan Marks	Network Leader		10/14/11
	Other		10/14/11
	Other		10/14/11
	Other		10/14/11
	Other		10/14/11

CEP Appendix 7

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 23K073 **School Name:** PS/IS 73 THOMAS BOYLAND SCHOOL

Cluster: Chris Groll **Network:** 401

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

At the time of registration, we will assess the need for parents receive translation services. If a Spanish-speaking/Haitian-Creole parent requires translation services, it will be provided by our Pupil Accounting Secretary/ Paraprofessionals who speak Spanish, or our school's Guidance Counselor/Psychologist, who speak Haitian Creole. If any other translation services are needed, we will use the over the phone services of the DOE Translation department.

To increase and ensure that we encourage parental involvement, each month our ESL teacher, our Parent Coordinator, and our Principal, will collaborate to arrange and co-facilitate ESL parent meetings. Communication regarding these meetings will be sent to homes in English and Spanish, via flyers and our automated school messenger, which also sends messages in text form. If necessary, our Pupil Accounting Secretary and Parent Coordinator will collaborate to write a translated version of all letters in Spanish. If necessary, our school's Guidance Counselor/Psychologist will collaborate with our Parent Coordinator to send letters to our Haitian parents in Haitian-Creole. At these meetings we intend to address their concerns and or questions and provide them with valuable information, such as their children's progress, or performance data, necessary for them to support their children. Some of these meetings will be designed to provide them with training, which we hope will include English Language Learner support. To ensure that we are effectively communicating with them, we will have a Spanish speaking and Haitian Creole speaking translator available for all meetings. If materials are distributed, they will be translated into Spanish/Haitian Creole whenever possible, as well.
Based on the feedback given to us by our parents, we will evaluate their needs and determine how we can most effectively meet them. We will also continue to rely on the feedback of our Spanish speaking parent on the SLT to ensure that wee are always addressing the needs of our ELLs during school planning activities.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The major findings of our school's written translation and oral interpretation needs (which were based on face to face meetings with parents), show that we need to continue to send written and verbal communication out to most of our Spanish-speaking homes in Spanish. Though many of our Spanish-speaking parents also speak English, many have stated that they understand written correspondences better, when written in Spanish. Additionally, we need to have all school announcements and procedures displayed in different areas in the dominant languages making them easily accessible to all parents. These findings were communicated to our school community at staff conferences, parent meetings, and during SLT meetings.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

PS/IS 73 will ensure that Limted English Speaking parents will be provided with meaningful opportunities to participate in and have access to programs and services that are critical to their child's education as stated in the Chancellor's Regulations. The school will provide all parent notices, including regional and central notices, flyers, report cards and other parent information in the dominant languages. The translation services will primarily be done by in-house school staff or parent volunteers. If needed, we may utilize the Language Translation Services provided by the DOE.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

The oral interpretation services the school will ensure that all parents are provided with appropriate and timely information in a language that they can understand. These services will be provided by the appropriate in-house school staff or parent volunteers. Additionally, when needed, we will utilize the oral interpretation services of the Language Translation Services provided by the DOE.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf.

The school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation interpretation services by providing each parent whose primary language is a covered language and who requires language assistance services with written notification of their rights regarding translation and interpretation services. The school will also post in a conspicuous place or at the main entrance a sign in each of the required languages, indicating the room where a copy of such written notification can be obtained. Our school's safety plan will also contain procedures for ensuring that parents in need of language assistance services are provided with written translation.