



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: P.S. 173

06M173

PRINCIPAL: DAWN J. BOURSQUOT

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SUPERINTENDENT: ELSA NUNEZ

06-11-2013

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), 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 CEP 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
Dawn J. Boursiquot	*Principal or Designee	
David Brophy	*UFT Chapter Leader or Designee	
Elsa Pickering	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Mayobalin Quezada	Member/ Parent	
Victoria Farez	Member/ Parent	
Melissa Pena	Member/Parent	
Bernadina Rodriguez	Member/Parent	
Shaina Henry	Member/ UFT	
Jose Rodriguez	Member/UFT	
Kevin Goodman	Member/ CSA	

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

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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

CEP goals are generally intended to guide school-wide planning and development. CEP goals may be coordinated with goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- 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.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. 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 respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

2012 – 2013 ELA and Mathematics' Curriculum Maps will be fully aligned to meet the demands of the CCLS for the purpose of increasing instructional rigor across Grades K – 5. Fall Performance Tasks incorporated into ELA and Mathematics' Calendars will provide the opportunity to analyze school-wide student achievement in K – 5 classrooms. Student work analysis will determine necessary mid-year curricular adjustments to Curriculum Calendars on or before November 30, 2012.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

The 2011 – 2012 ELA and Mathematics curriculum was not completely aligned to the mandated Common Core Learning Standards. Core Curriculum Everyday Mathematics program provided by NYC DOE was not aligned to the CCLS. As a result, students were not adequately prepared for the NYS assessments and scores declined in both ELA and Mathematics in the spring of 2012.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Beginning in August 2012, teachers will rework ELA curriculum provided as a result of our relationship with the TCRWP. Everyday Mathematics' Units will also be reworked to reflect the CCLS. An emphasis will be placed on merging science and social studies content when possible through extensive non-fiction reading and informational writing. Mathematics content will promote problem solving aligned with the demands of the Citywide Instructional Shifts. Collaborative grade-wide planning alongside both the Literacy and Mathematics' Coaches will result in more rigorous daily lesson plans being developed and implemented by teachers. Additionally, more frequent student work analysis and curriculum adjustments will provide evidence of this goal being met.

Teachers, Coaches and Lead Instructional staff will collaborate to plan, re-write Units of Study and Curriculum Calendars which are fully aligned to the CCLS for the purpose of assuring that a more rigorous ELA and Mathematics Curriculum is in place.

- School will purchase CCLS – aligned Ready NY materials to supplement ELA and Mathematics curriculum. These materials will provide students in Grades 3 – 5 an opportunity to engage in work specifically designed for the purpose of test readiness.
- School will fortify classroom libraries with leveled non-fiction. Core Curriculum Science and Social Studies text will be used for instructional purposes such as shared reading, read aloud, etc.

- a. A particular emphasis will be placed on the specific instructional strategies that meet the needs of two critical subgroups; Students with Disabilities and English Language Learners.
- b. Coaches, staff developers, and out of classroom support staff members will play an integral role in ensuring that these goals are implemented and ultimately met.
- c. A Lead Teacher group meeting weekly coupled with frequent grade level meetings and planning sessions alongside Coaches, staff developers, and school administrators provides a forum for teacher input aligned with assessments and students work/data analysis.
- d. While a good part of this work will be accomplished in the fall, the process will be underway over the course of the school year.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

CCLS Parent Guides were distributed in September 2012 for the purpose of informing parents of the school's curricular and instructional policy. Our Parent Coordinator will work towards informing parents of the work our school is involved in towards aligning curriculum and instructional practices with the CCLS through whole school and individual parent meetings that will be ongoing over the course of the current school year.

Budget and resources 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 I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Title I and Tax Levy funding for a full-time Literacy Coach
- Contract for Excellence funding for full-time Math Coach
- Title I and Tax Levy funding for a full-time Bilingual Coordinator
- Title I Funding for After-School Program (Grades 3-5)
- Title I Funding for Professional Development Consultants

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Teachers will increase students' academic proficiency in mathematics and literacy. This will be measured primarily by the 2013 NYS Exam results in ELA and Mathematics. The percentage of students scoring at levels 3 and 4 on the ELA and Mathematics exams will increase by at least 3 percentage points when looking at Grade 4 and Grade 5 data. This goal will be met in part by creating and implementing Performance-based Tasks in the fall that measures students' problem-solving and critical analysis ability in Mathematics. In ELA, students will engage in Reading and Writing Units of Study merged with science or social studies content emphasizing the process of forming opinions and using text-based evidence to support these opinions. Students will be able to justify their arguments through persuasive writing across all subjects and grades. The Performance Tasks will be used as the instrument to analyze student performance with a goal of having most students across the school meet the "practitioner" designation using the Task rubrics.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

As NYS exams have become aligned to the CCLS, student performance and progress has decreased in Grades 3-5. The Performance Tasks will guide students and teachers in determining potential progress toward increasing proficiency as measured by the 2013 NYS ELA and Mathematics Exams. The reading and writing benchmarks for each grade have been reset to reflect more rigorous grade appropriate CCLS thus requiring us as a school to ensure that students are making sufficient gains in all content areas to meet the revised grade level standards. The demands of the fall Tasks will be reflective of these changes, demanding more from students in their reading level, writing skills, and mathematical proficiency. There is a need for demonstrated growth in effective problem – solving by using mathematical modeling and creating viable arguments to support their decisions and critique the reasoning of others. There is a demonstrated need for growth in effectively forming and supporting opinions based on the reading of complex fiction and non-fiction text; and responding through selected genres – information writing, personal essays, literary essays, narrative accounts and historical events through first-person narratives, poetry, and oral and written reports. Instructional techniques and practices will need to fully support students learning with respect to these more rigorous standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Teachers will regularly utilize relevant student data, including, but not limited to, TCRWP Running Records, baseline and published writing samples, ACUITY assessment data, NYS Test data (Grades 4&5), Performance Task (ELA & Math) results, and Math Unit assessments to formulate Tasks and align instruction that meet students' current needs in reading, writing and mathematics.

Teachers will analyze the Literacy and Mathematics' Performance Tasks in an effort to develop or select appropriate instructional practices that meet the short and long term grade appropriate goals.

Coaches, staff developers and school administrators will provide professional development in developing rigorous lessons reflective of Task analysis.

The Bilingual Coordinator will provide professional development to teachers to ensure that appropriate scaffolds are embedded in lessons and that there are multiple entry points that allow for all ability levels, especially English Language Learners and Students with Disabilities to have access to the understanding and completion of rigorous tasks.

Teacher teams will meet to analyze data from current student work to determine the quality of student work as measured by teacher agreed upon rubrics.

The SETSS teacher and the Special Education Network Specialist will provide assistance to teachers in developing and using strategies to help students improve their performance on the Tasks.

Intervals have been set (November, January, March, and May) to gauge and potentially revisit instructional practices in place to ensure that the goal is met.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- A Parent Meeting scheduled for January 24, 2013 will aim to disseminate more information about the CCLS and Performance Task work underway and their alignment to NYS exams.
- Parent workshops shops designed to help parents understand the instructional shifts, increased rigor and new NYS testing program aligned to Common Core Learning Standards
- Parent Workshops on How to Help Your Child at Home prepare for NYS Mathematics and ELA exams.

Budget and resources 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 I Title IIA Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Tax Levy FSF for purchasing CCLS aligned instructional materials
- Title I and Tax Levy funding for a full-time Literacy Coach
- Contract for Excellence funding for full-time Math Coach
- Title I and Tax Levy funding for a full-time Bilingual Coordinator/Testing Coordinator
- Title I Funding for After-School Program (Grades 3-5)
- Title I Funding for Professional Development Consultants

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Teachers will increase English Language Learners' academic proficiency in reading comprehension through the regular use of informational text. This will be evidenced by a 5% decrease in the percentage of students identified as English Language Learners performing at Level 1 on the 2013 NYS ELA Exam. Teachers will meet this goal by engaging students in regular short term goal setting relevant to the Common Core Standards.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Historically, there has been a noticeable achievement gap when comparing English Language Learners and their English Proficient peers. By June 2013, English Language Learners will have demonstrated an increased proficiency in English Language Arts as measured by the NYS ELA and NYSESLAT for this sub-group through the regular engagement in instructional practices that focus on comprehension of informational text.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Coaches and teachers will utilize the Common Core Library for standards – based exemplars of literacy Tasks that support students identified as English Language Learners.
- Coaches, the Special Needs Network Specialist and the Administration will support the teachers with professional development in analyzing student data for the purpose of setting short term goals that meet the student's academic needs.
- Coaches, the Special Needs Network Specialist and the Administration will support teachers with professional development in the creation of standards – based Tasks that support students' short term goals.
- Teachers will be supported by the Coaches and Administration in the formation and execution of lessons prepared using the school's reading and writing program with a particular emphasis of the unique needs of ELL students. For example, how classroom environment can enhance the learning outcome for students identified as ELL's.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
Our Parent and Bilingual Coordinators will work towards informing parents of students identified in this subgroup of school based practices designed to meet the specific needs of their children.

Budget and resources 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 I Title IIA Title III Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
Students identified as English Language Learners in testing grades (3 – 5) will be invited to participate in the Academic Afterschool program beginning in the winter and ending following the completion of the spring testing season.
- Title IIA funding for ESL Teachers
- Tax Levy FSF for purchasing CCLS aligned instructional materials
- Title I and Tax Levy funding for a full-time Literacy Coach
- Contract for Excellence funding for full-time Math Coach
- Title I and Tax Levy funding for a full-time Bilingual Coordinator/Testing Coordinator
- Title I Funding for After-School Program (Grades 3-5)
- Title I Funding for Professional Development Consultants
- Title III Funding for After-School for ELL Students

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	Guided Reading	Small Group Tier I ,Tier II	During the school day Extended day After School
	Wilson Reading Program	Small Group Tier II	
Mathematics	RTI groups	Small Group Tier I , Tier II	During the school day After School
Science		Small Group Tier I , Tier II	During the school day Extended day After School
Social Studies		Small Group Tier I , Tier II	During the school day Extended day After School
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance Counselor At – Risk groups	Small Group and Individual sessions.	During the school day
	IEP Teacher At-Risk groups	RTI services	

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.

We strive to attract the most dedicated teaching professionals by seeking candidates from Teachers Colleges, such as Columbia University, NYU and Fordham University, who are interested in starting their careers in a school with a large Hispanic student population.

It is very important that new teachers are well-supported with mentors and full-time staff developers, which our school provides. Our school's emphasis on high quality school-based professional development opportunities for *all* teachers requires that there be weekly opportunities for staff development to occur. This professional development is facilitated during bi-weekly common preparation periods. We ensure that teachers maintain all certification requirements and afford them plenty of opportunities to attend outside professional development.

Teachers are assigned according to their area of certification and do not work outside of the license area.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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 Association (or 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, P.S. 173 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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2012-13**

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 Cluster 2	District 06	Borough Manhattan	School Number 173
School Name P.S. 173			

B. Language Allocation Policy Team Composition [?](#)

Principal Dawn J. Boursiquot	Assistant Principal Madrid Deratus
Coach Nilda Francisco-Language Arts	Coach Tania Serraty - Mathematics
ESL Teacher Maritza De Leon-E.S.L	Guidance Counselor Isabel Stoll
Teacher/Subject Area Jose Rodriguez-E.S.L.	Parent Elsa Pickering
Teacher/Subject Area Maria Zenoz-Bil. Coordinator	Parent Coordinator Wandalys Torres
Related Service Provider	Other Emma Flores, psychologist
Network Leader Marlene Wilks	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	6	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	1	Number of special education teachers with bilingual extensions	1	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	720	Total Number of ELLs	140	ELLs as share of total student population (%)	19.44%
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Part II: ELL Identification Process

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. 

Part II: ELL Identification Process

1. PS 173 implements all mandates attached to CR Part 154 Apportionment and Services for Pupil with Limited English Proficiency. ELLs who are newly admitted to the New York City public school system are identified at registration through an informal interview conducted with the parent and the child. The child is also given an informal assessment in both English and their native language, Spanish. With the assistance of either a ESL teacher or the Bilingual Coordinator, the parent completes the Home Language Survey form to determine what language the child speaks at home. The HLQ, is translated into nine different languages and all are available during registration. Consequently, those students who are eligible for the LAB-R testing are placed in the classroom. Within ten days of their admission, they are assessed through the LAB-R, which is administered by the ESL teachers or the Bilingual Coordinator. According to the LAB-R result, students scoring below the English language proficiency level, they are eligible for state-mandated services and are placed in a free standing ESL program or Bilingual class. Thereafter, students are tested yearly in the NYSESLAT. The annual assessment is used as a determinant of students' progress and proficiency level. The proficiency level in the NYSESLAT indicates students' status of continuation in the program. The initial screening is completed by one of the the ESL teacher (ESL State Certified) or the Bilingual Coordinator (Bilingual State certification held) who administer the HLIS and the LAB-R (if necessary). To determine NYSESLAT eligibility, the Bilingual Coordinator/Test Coordinator, uses the test history of each individual student in the school to see if they are LEP, have taken the LAB-R, are receiving services and must take the NYSESLAT. We use the RHSP, RLAB, RLAT, RLER and RDGS, ATS reports to help identify our students and SESIS. The four components of the NYSESLAT are administered in a timely fashion. The Test Coordinator/Bilingual Coordinator, schedules the test for specific days for each of the four areas, Speaking, Listening, Reading and Writing. Students who are absent are carefully monitored through ATS, Test Security Sheets and Test Attendance Sheets. Make-up dates provide the students to complete the areas they missed due to their absence.

2. As students are being tested within the ten days of their admission date, parents of ELL students eligible to receive ESL/Bilingual services are notified through letters sent home, about their child's entitlement and or non-entitlement to the program. Meetings are scheduled weekly, with parents, to inform them and help them understand the goals of the program. Parents are given an agenda, watch the video explaining the different types of programs available for their children and are permitted to ask questions. The staff, ESL teachers and/or Bilingual Coordinator and Parent Coordinator answers their questions and concerns. Videos are presented in their

native language. Parents are invited to assist group orientation meetings, scheduled during different days and times. If the parent cannot attend an orientation session, special arrangements are made with the parent, and a special time and date is set aside for them to have a one-on-one meeting. If no contact is established through letters and invitations, phone calls are made daily to contact the parents. These meetings are held within the school with the Bilingual Coordinator and/or ESL Teachers and the Parent Coordinator. Parents complete the Parent Survey and Program Selection Form. Placement letters are also sent to all students who are LEP. A letter is sent home annually about their child's status in the Transitional Bilingual and the Free Standing English as a Second Language Program.

3. As per test the LAB-R and NYSESLAT test results, determination is made as whether or not students are entitled to receive English as a Second Language Services. Following the assessment results, entitlement letters are sent home. In addition, parents are reached through meetings scheduled at various times throughout the day. During each meeting, information related to their children entitlement for Bilingual/ESL services are shared. Although parents are reached through multiple meetings, if a parent does not have the opportunity to attend any meeting, a phone call is made to reach out to those parents in order to ensure that they have received the entitlement letter. The entitlement letters are given to students to take home. Agendas and Attendance sheets are kept and closely monitored. A list of parents who have not attended is kept and they continue to receive Entitlement letters. If they do not attend the Orientation Session, telephone calls are made home in order to schedule individual sessions, if necessary, for the parents to attend. The ESL teachers and/or the Bilingual Coordinator in collaboration with the Parent Coordinator hold multiple parent orientation meetings at various times of the day, before and after school hours in order to facilitate parents of newcomers to the New York City Public Schools to receive information regarding the CR Part 154, Title III, ESL AND Bilingual Programs offered at PS 173. All letters are kept in a secure, locked closet, in a locked room, in specially marked binders.

4. The Limited English Proficiency students are identified at registration through information submitted by parents on the Home Language Identification Survey (HLIS) form. At Registration, an oral interview is conducted by one of the ESL teachers (Maritza DeLeon or Herlinda Mudaj) or the Bilingual Coordinator, Maria Zenoz. This oral interview is conducted in English and in the child's native language; most often Spanish. Thereafter, the HLIS forms are processed. Based on the information given by parents, a determination is made whether to administer the LAB-R and Spanish LAB. Consequently, students who are eligible for LAB-R testing are placed in the classroom. Before the ten days after registration, the LAB-R is administered to students to determine their eligibility for ESL/Bilingual services. The parents receive the Entitlement or Non-Entitlement Letters. The placement of students in any program is made in consultation with parents of eligible students, through the Parent Survey and Parent Selection Forms. Native language usage plays an important role as a means of communication with parents and students. The dominant home language of the ELL students at PS 173 is Spanish; therefore, home language surveys, parent surveys programs selection, letters of notification, program entitlement and other letters are in students' home language and English. The aforementioned ESL teachers and or Bilingual Coordinator assists as needed at registration and during meetings. The placement letters are recorded on a list and kept in a clearly labeled binder in a locked closet in a securely locked room. Using the RLAT results and RHSP of individual students we determine whether Continued Entitlement Letters or Non-Entitlement Letters should be given to the individual parents of our students.

5. According to the CR Part 154 guidelines it is essential that parents are notified about their child's placement in the free-standing English as a Second Language program. Parents or guardians of students who are enrolled for the first time in the New York City Public Schools, must attend an orientation. During the orientation, a video is shown about an overall view of the NYC Public Schools and the Bilingual/ESL program, parents' questions and concerns are addressed as well. They are also given a parent survey and program selection form at the end of the meeting to complete. As per the results of the survey for the past 3 years, 80% of PS 173 parents have been requesting 'Free Standing ESL' as their first choice of program selection for their children. The remaining 30% of the parents of ELLs have selected Transitional Bilingual Education as their first choice of program selection for their children. PS 173 keeps a running tally of the programs requested by the parents in the school.

6. The Parent Survey and Program Selection Forms are utilized to determine the parental choice of specific program. In order to comply with survey results, program models at PS 173 are aligned with parents' requests as indicated on parental program selection.

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 <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	1	0	0	0	1	0								2
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0								0
Freestanding ESL														
Self-Contained	0	0	1	0	2	0								3
Push-In	0	3	2	7	0	4								16
Total	1	3	3	7	3	4	0	0	0	0	0	0	0	21

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	140	Newcomers (ELLs receiving service 0-3 years)	115	Special Education	8
SIFE	1	ELLs receiving service 4-6 years	20	Long-Term (completed 6 years)	0

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									Total
	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	
TBE	20	0		4	0	0	0	0	0	24
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	91	0	5	20	1	3	0	0	0	111
Total	111	0	5	24	1	3	0	0	0	135

Number of ELLs in a TBE program who are in alternate placement: 0

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	19	0	0	0	18	2								39
Chinese														0
Russian	1													1
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	20	0	0	0	18	2	0	40						

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		
	EL L	EP																			
Spanish																			0	0	
Chinese																			0	0	
Russian																			0	0	
Korean																			0	0	
Haitian																			0	0	
French																			0	0	
Other																			0	0	
TOTAL	0																				

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	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										

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	2	21	21	22	9	20								95
Chinese	0	0	0	0	0	0								0
Russian	0	1	1	0	0	0								2
Bengali	0	0	0	0	0	0								0
Urdu	0	0	0	0	0	0								0
Arabic	0	0	1	0	0	0								1
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Other	0	0	0	0	0	2								2
TOTAL	2	22	23	22	9	22	0	100						

Part IV: ELL Programming

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).

A. Programming and Scheduling Information

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?

Part IV: ELL Programming

A. Programming and Scheduling Information

1.
 - a. The PS 173 Free Standing English as a Second Language program as per regulations by New York State is designed to teach English to students' whose native language is not English. Second language methodologies are highly implemented as the skills of listening, speaking, reading and writing are developed. The English as a Second Language instructional program at our school follows the push-in model: Push-In/In-Class Model. The certified ESL teacher provides ESL instruction in the students' classroom. A collaborative team teaching effort is encouraged among the classroom teacher and ESL teacher.
 - b. The TBE and the ESL program students are placed in heterogeneous classrooms. Students of various proficiency levels are placed in the same class; however, most students placed in a transitional bilingual class travel from one class to the next as a group.
2. LAB-R and/or NYSESLAT scores are used to determine student language proficiency levels. Children who have been designated to receive ESL services are given 180 to 360 minutes of ESL instruction per week depending on individual student mandates. In the effort to meet their linguistic needs in English, the licensed ESL or Bilingual teacher provides specific number of ESL instructional hours of teaching to small group of students as per mandates. Small group instruction allows for individual needs to be addressed.

During ESL teaching sessions, all instruction is given in English and ESL standards of reading, writing, listening and speaking are reinforced in each lesson. Students enrolled in Transitional Bilingual classes receive the 25% daily instructional support in native language arts as per program model reinforced at the school.

It is to be noted that students who are literate and have the academic and cultural prior knowledge in their native language are provided with Spanish materials to support their learning in school. The usage of materials in native language helps youngsters develop a greater understanding about the American and Hispanic history and culture. All youngsters who are proficient and had an academic experience in their native languages are provided with the opportunity to further enrich their knowledge in the appropriate language. They read and write for pleasure and information in their native language. The extended learning in the native language increases students' cognitive ability.

3. All content area instruction increases the cognitive skills of students so they can achieve language proficiency within a period of three years from the date of admission. Students who have not reached language proficiency within three years continue to receive ESL services under the provision of extension of services as set forth by the commissioner. P.S. 173 uses the Teacher's College Readers' and Writers' Workshop Model of Instruction in Language Arts. Teachers use ESL methodologies and strategies to help ELL's achieve a greater understanding of the English language. Students are read to, to enhance their listening skills, writing takes place daily as well as reading. Everyday Mathematics program is used with the appropriate lessons contained in the manual for ELL's. Social Studies and Science are taught through content areas. In Transitional Bilingual classes, certified Bilingual teachers, teach all content areas using ESL

A. Programming and Scheduling Information

methodologies appropriate for their students. In Free Standing ESL classes, classroom teachers along with ESL teachers who, "push-in" for periods of time (as per state mandates) provide students with ESL strategies. Push-in can occur during Reading, Math or Writing periods, depending on the schedule of the ESL teacher. Appropriate procedures are followed annually to request extension of services for those individual students. Students are also tested in the ELA as they become eligible for testing. All ELLs are tested in the content area of Math, in English or native language (testing in English or native language is subject to language dominance of students). English language learners in fourth grade and fifth grade take the science or social studies state exam in English or in their native language accordingly. Results of exams are used to plan for students' academic support services. In addition, portfolios and educators observations are among the factors utilized to indicate students' needs for additional support services.

4 a. Plan for SIFE (Students with Interrupted Formal Education)

Students are identified at registration in order to be placed them in an appropriate class with a nurturing and experienced teacher. They are integrated in daily classroom instruction. In addition to mandated hours of ESL instruction, SIFE students receive intensive academic intervention. During the regular school day, classroom teachers provide additional time for individualized or small group instruction. After school and extended hours programs are an integral part of the academic intervention services provided to students with interrupted formal education. The appropriate learning support system of instruction improves students' academic standing. Interim assessments and unit tests in language arts and math are administered throughout the school year to SIFE. Students' progress is monitored while using test data to plan long and short-term goals. They also receive additional intervention through a guidance or SAPIS counselor and are referred to outside agencies as needed. Parents of students receive counseling when necessary. The first language of students and parents are taken into consideration and incorporated as needed during counseling sessions. Supplementary and Academic Intervention Services are used to provide additional services for the students who are performing at:

- Level 1 or 2 in Language Arts
-
- Beginning or intermediate level in the LAB-R and the NYSESLAT
- Level 1 or 2 in math
- SIFE students

b. Plan for Newcomers

Students who are newcomers to PS 173 are welcomed and nurtured by the entire school family. Their native language is identified upon registration, so adults and children from the same language background within the school can provide linguistic support to those students. Such communication facilitates their transition to the school system. As part of the transition, the parent coordinator, Bilingual Coordinator and the ESL teacher meet with parents of newcomers. During meetings, the parents are equipped with skills that enable them to better assist their youngsters to make the transition into the school. Also, as part of the training, parents receive general information about the school and relevant details pertaining to their child's current class expectations. Throughout the school day, students who are newcomers receive ongoing academic and social support by classroom teachers, the ESL teacher, and buddy peer tutoring. The ESL and the classroom teachers plan collaboratively on long and short-term goals as the students gradually progress from one linguistic stage to the next. Students are integrated in classrooms, small group, push-in instruction, and on going sustained individualized instruction. Peer tutors work in concert with teachers, and assist newcomers in learning the basic survival skills, class routines and class assignment whenever possible. Provisions are made for all newcomers to participate in after-school program offered in the school. They are also encouraged and given reference to participate in community based educational intervention programs designed to meet the academic and transitional needs of newly arrived immigrants. It is imperative that the academic needs of all ELL students are met; therefore, provision is made to foster and enhance their learning so they can meet the academic standards in ELA and math as set by the state.

c./d. Students who have received 4 to 6 years of services or more receive extensive academic support in the area where they show weakness in specific modality. ELL students who have not met the performance standard in listening: The "Imagine Learning", a client server program has been installed in classrooms and computer laboratories. Using the program, students develop literacy skills ranging from phonemic awareness to reading comprehension skills. Listening skills is integrated in the everyday practice of the Imagine Learning server that the students utilize throughout the school. The children also develop their listening skills in the daily teaching of literacy provided by both ESL and classroom teachers. ELL students who have not met the performance standard in reading: Reading instruction is implemented daily through the Teacher's College Reading and Writing Project approach. Such an approach facilitates teachers to employ strategies that students can apply when reading in school and throughout their lives. It also allows teachers to administer on-going assessment to students. Teachers analyze the result of data to drive instruction. As a result, students develop their reading skills and attain a

A. Programming and Scheduling Information

higher reading level at a faster rate. The application of strategies that best support students' learning of literacy is reinforced continuously in small group and individualized instruction. In addition, the analysis of children's strengths and weaknesses in reading, provide teachers with the tool to address their reading needs in after school program as well. ELL students who have not met the performance standard in writing: Writing is intensively implemented daily utilizing the writer's workshop model of Teacher's College Writing Project. Both the ESL and the classroom teachers work in collaboration to provide writing instruction to ELLs. Teachers deliver the instruction of writing during the day and after school by following the writing process model.

e. ELL students with disabilities whose IEP recommends ESL or bilingual instruction as per IEP recommendation, the students receive ESL instruction in reading, writing, listening and speaking while adhering to annual goals and short term goals of individual children. Those students are included in the "Imagine Learning" client server program and the Teacher's College Reading and Writing Project that support the literacy learning needs of all ELLs.

5. All ELL students receive various means of academic intervention support services. However, once all academic intervention support have been explored for a student, if he/she does not show progress, referral to special education is used as an alternative placement. On very rare occasions our ELL students are referred, students are assessed by a bilingual team and are placed accordingly in special education classes. Mandates of the new continuum are implemented at PS 173 as needed for all students including ELL special education students. ELL special education students if entitle are mainstreamed for specific subjects and receive all support services as prescribed in their IEPs. The licensed providers in the areas of ESL, speech therapist, occupational therapist, and bilingual school based support team provide these services. There is also a full time resource room teacher and one part time who serve targeted students. A full time health coordinator ensures that all physically challenged students receive the necessary services. The PS 173 instructional model for the new continuum includes a collaborative team teaching class in kindergarten, first, second and fifth grade. All ELL special education students receive high quality instruction in all subject areas as set by the learning standards. The high academic expectations promote achievement in all of our students including the ones placed in special education.

6. Transition for Students Reaching Proficiency

Students performing at a proficient level are grouped with advanced students as their individual linguistic needs are met. Extensive content area academic needs are provided to further enhance the cognitive/academic language of proficient students. The proficient English language students' progress is highly monitored in all subject areas. The ESL and the classroom teachers meet regularly to discuss students' progress and their performance in all subject areas. Assistant Principals and the Bilingual Coordinator are also involved in the discussions regarding student progress. In an effort to ensure that all students at a proficient English level perform above the standards, an individual plan is developed. The plan reflects specific strategies and methods to be implemented to assist students' in meeting required skills so they can successfully perform academically. They also receive academic intervention by classroom and ESL teachers.

7. For the upcoming school year, we will be using our computer lab to service all ELL students in Kindergarten. They will be using Imagine Learning (a computer program specifically designed to service the needs of limited language learners. Imagine Learning is aligned to the NYS Standards. The program is geared to their specific needs as the students take a pretest and periodic assessments throughout the course of the year. A bilingual licensed teacher and the computer lab teacher work collaboratively, side by side to implement the program.

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:

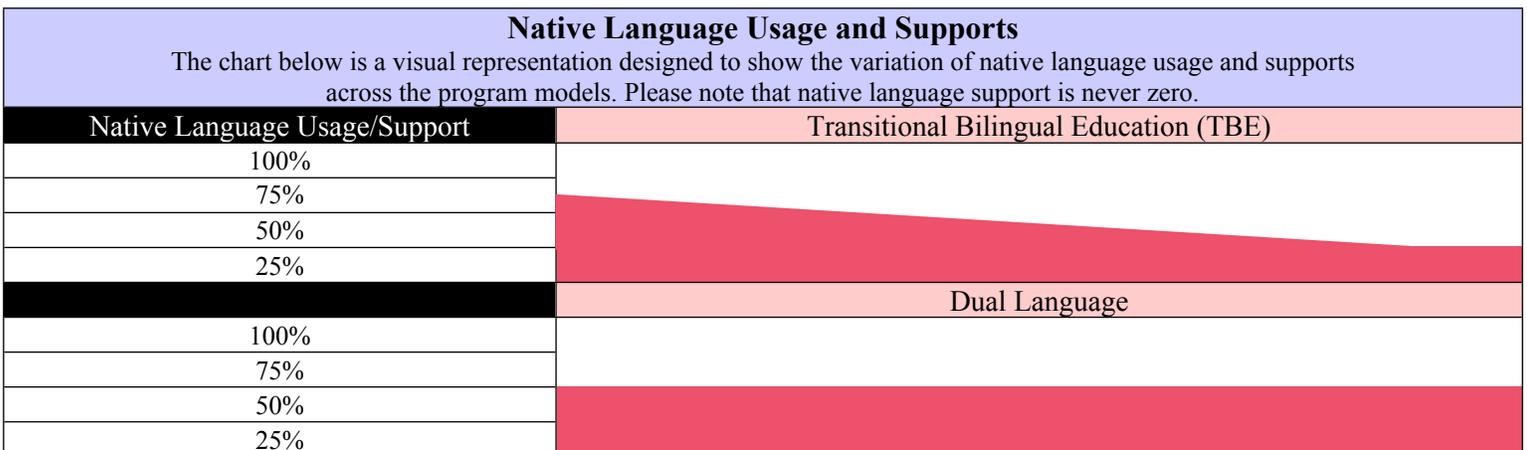
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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 <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> 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 <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> 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



	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. No programs/services will be discontinued for the upcoming school year. ELL's are receiving intervention in ELA through Imagine Learning which supports and assists ELL's in developing second language skills. Coaches and ESL teachers provide additional support to the ELL's in all subject areas as well as during ELA. During ELA small groups are formed to work with students at their respective levels. Guided reading and partner reading are among some strategies used to work with ELL's and provide them with individual attention. Intervention programs are provided in both English and Spanish for all subject matters. Imagine Learning is set up in all classrooms throughout the building, students are placed on the program daily. Kindergarten, fourth and fifth grade students are provided period a day, that is set aside, where they are placed on the Imagine Learning Program in the Computer Lab. ESL specialist teachers, coaches and classroom teachers work collaboratively and in push-in periods to provide intervention and ESL during social studies and science as well as during math and ELA.

9. Our objective is to ensure that all ELL students achieve a successful academic and social learning experience. By accomplishing such a goal, it equips the youngsters with academic content and social skills to function effectively in the classroom and outside of school in any type of social setting. Through this process, students experience quality education delivered through appropriate instructional practices and assessment measures. To provide students with such quality education, they are all included in all programs. ELL students are involved in after-school programs provided by the school and community based after-school program housed in the school building. PS 173 after-school program provides students with the needed academic support so they achieve academic gains to succeed in the area of literacy and math. During after-school, hours of instruction, qualified teachers deliver instruction to students according to their learning needs in both literacy and math. Test modifications for all exams (extended time) are also provided for ELLs and former ELLs. ESL strategies and methodologies are a continued form of their learning provided by the teachers.

10. A wealth of literacy materials in conjunction with audiovisual equipments such as overhead projectors and smart boards are utilized in the daily instruction of students. In addition to technology instruction, ELLs use daily the Imagine Learning client server, a computer program installed in every classroom. The program provides extra support for students in the English language; it increases their linguistic, listening and writing skills. Kindergarten students will have access to the computer lab for 35 minutes per day.

11. Having the 25% Bilingual Transitional program in place at the school allows the bilingual teacher to reinforce the native language instruction as required per mandates. The use of the native language in the classroom validates students' language and culture while enhancing their self-esteem. Whether students are placed in a Transitional Bilingual classroom or a Free Standing ESL Program the primary objective is to increase English language learners proficiency as they meet or exceed New York State and City standards. Scaffold academic language, visuals and/or relia, physical expression; ESL integration through the arts, technology in all subject areas are among the techniques teachers use. This collaboration also ensures a unified approach to curriculum areas of instruction while incorporating various scaffolding strategies (for e.g. bridging, contextualization, schema building, and modeling).The following is part of the daily practice of the ESL program at PS 173: small group instruction while addressing students' individual needs. The integration of ELL youngsters into mainstream classrooms enable teachers to provide them with the daily employment of comprehensive instructional approach to math and reading using a Balanced Literacy and Everyday Math program. The continuous program implementation of ESL methodologies through the daily teaching of students such as listening, speaking, reading, and writing skills are reinforced in the English language and content areas. In addition, the ESL teacher works collaboratively with classroom teachers, provides support with specific ESL approaches and

appropriate second language acquisition activities to meet students' linguistic needs.

12. In order to meet the learning needs of the students of various ages and grades levels specific strategies are being implemented in the modalities of listening, speaking, reading and writing. Considering reading and writing as the weakest modalities component, they are incorporated in all content area lessons to increase students' academic performance. Using Title III funds, we ensure that ELLs receive the skills to improve their reading and writing proficiency level, they read and write daily as active learners responsible and knowledgeable about their learning. Students are grouped based on their English proficiency levels and are provided with the teaching and learning tools to:

- Demonstrate the basic command of the rules of the English language within the context of a second language acquisition as they are making transition from one level of language proficiency to the next.
- Demonstrate accomplishment in various types of oral presentation (e.g. accountable talk through report, response to literature, narrative account).
- Use teacher conferences and peer review to critique writing presentation.
- Write in complete thoughts and sentences.
- Use appropriate vocabulary.
- Listen and speak in one to one interactions, group discussions and oral presentations as they share their writing pieces with their classmates.

As a result, the students will attain higher proficiency levels in the English language and content areas (for e.g. from beginning to intermediate, from beginning to advanced or intermediate to proficiency level). ELLs participate in all afterschool and before school programs, Imagine Learning Program, sports activities and clubs.

13. Students are provided with Imagine Learning in their classrooms as well as a period per day, five times a week, in the Computer Lab. Imagine Learning, Word Study, Words Their Way, dictionaries, translations, glossaries, leveled books and age appropriate/grade appropriate books in an assortment of genres also provides reinforcement and support in the student's native language (Spanish). ESL teachers who provide service to the students use methodologies within the classroom to help further their understanding and knowledge of the English Language. Words Their Way also supports the students with picture support and opportunity to speak and share their thoughts. Spanish books on a variety of levels are also available to students in classrooms throughout the school. It is imperative that the academic needs of all ELL students are met, therefore provision is made to foster and enhance their learning.

14. Native language support is delivered in Transitional Bilingual and in ESL Free Standing classrooms throughout the school. Classrooms have Imagine Learning Program installed in all classrooms, leveled books in their native language are also available to students as well as dictionaries, glossaries, translations and Word Study/Words Their Way material are provided to the students. Everyday Mathematics and the science program is provided in Spanish to support students.

15. ESL teachers are experts in upper/lower grades, where strategies are developmentally appropriate and grade level appropriate. Teacher's College staff that provides workshops and works closely with teachers in P.S. 173 are ELL specialists, providing much information on differentiated teaching strategies that will provide added support to the students.

16. Students who are newcomers to PS 173 are welcomed and nurtured by the entire school family. Their native language is identified upon registration, so adults and children from the same language background within the school can provide linguistic support to those students. Such communication facilitates their transition to the school system. As part of the transition, the parent coordinator and the ESL teacher meet with parents of newcomers. During meetings, the parents are equipped with skills that enable them to better assist their youngsters to make a transition to the school. Also, as part of the training parents receive general information about the school and relevant details pertaining to their child's current class expectations. Throughout the school day, students who are newcomers receive ongoing academic and social support by classroom teachers, the ESL teacher, AIS providers and buddy/peer tutoring. The ESL and the classroom teachers plan collaboratively on long and short term goals as the students gradually progress from one linguistic stage to the next. Students are integrated in classrooms, small group, push-in/pull-out instruction, and on-going sustained individualized instruction. Buddy/peer tutors work in collaboration with teachers, and assist newcomers in learning the basic survival skills, class routines and class assignment whenever possible.

Provisions are made for all newcomers to participate in before, after-school and Saturday programs offered in the school. They are also encouraged and given reference to participate in district or regional educational intervention programs designed to meet the academic and transitional needs new arrival immigrants. Students are provided with Imagine Learning in their classrooms as well as a period a day in the

Computer Lab. Imagine Learning, Word Study, Words Their Way, dictionaries, translations, glossaries, leveled books and age appropriate/grade appropriate books in an assortment of genres also provides reinforcement and support in the student's native language (Spanish). ESL teachers who provide service to the students use methodologies within the classroom to help further their understanding and knowledge of the English Language. Words Their Way also supports the students with picture support and opportunity to speak and share their thoughts. Spanish books on a variety of levels are also available to students in classrooms throughout the school. It is imperative that the academic needs of all ELL students are met, therefore provision is made to foster and enhance their learning. Summer Title III programs are available in the District. When we become aware of ELL's coming into our school, we share this information with parents to provide support the the newly arriving students.

17. P.S. 173 honors the native language (Spanish) by affording students with bilingual texts, libraries, and resources. Furthermore, students in bilingual classes provide Native Language Arts.

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)?

Paste response to questions 1-5 here

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.

Professional Development and Support for School Staff

1. The academic success of our students has been possible through the collaborative support of all staff members. New teachers receive in house mentoring and (are) assigned a buddy teacher where on going sharing of teaching strategies in all content areas promote professional growth. (A) Special team of staff developers, along with the teacher specialist provides support to all assistant principals, teachers and paraprofessionals. The staff works collaboratively in finding and implementing the best teaching practices that meet the students' learning needs and learning styles. Staff members meet regularly for grade conferences to discuss strategies and teaching techniques. This team effort for planning extends to the weekly after school professional development activities. During these sessions, colleagues across the grade exchange meaningful ideas in all subject areas. Staff members and administrators collaborate and share ideas regularly to upgrade the school achievement and ensure that we have a communal focus.

Plan for Academic Language Development

The school's goal is to have ELLs reach the highest academic standards by means of effective teaching. The application of such practices plays an inclusive role in the daily teaching and learning of the ESL program content area that is being taught to ELLs who attend the school. To meet the students' instructional units of ESL, the LAB-R and the NYSESLAT results are used. Students are grouped according to language proficiency levels. Citywide/state math, content areas, LAB-R, NYSESLAT and informal test results drive instruction while considering the individual needs of the students.

The objective is to promote high academic achievement for all ELLs in reading, math, and content areas. Reading instruction is aligned with the New York Standards for English Language Arts including: reading, writing, listening, speaking, proper use of grammar and graphing, predicting, clarifying, questioning, summarizing, finding cause and effect relationship strategies. The entire P.S. 173 staff is involved in professional development throughout the school year, this includes, assistant principals, classroom teachers, ESL teachers, bilingual teachers, guidance counselors, speech therapists, service providers etc. On November 8th, 2011, along with Teachers College, ELL specialist provided ELL support throughout the entire day. The focus was on how to better service and support LEP students in our daily teaching. Additional professional development of ELL training will be provided on January 9, 2012 and February 6, 2012 during our monthly faculty conference. ESL standards and methodologies (are) applied in all lessons, to improve literacy and mathematics skills, additional resources are provided in before and after school instructional hours. Instruction integrates higher order thinking skills and problem solving. ELLs at PS 173 have been making progress linguistically in the English language as they are meeting or exceeding the standards in the content areas.

2. Teachers of our terminal grade are provided information regarding middle school opportunities for ELLs. Our school district has many specialized middle school programs that are specifically designed to address the learning needs of ELLs and newcomers. Since our instruction for ELLs provided via a push-in/collaborative team teaching model, these students are better equipped, socially and academically, to transition into middle school.

3. All staff at PS 173 are given the opportunities to receive ELL training through on-site and off-site staff development. Best approaches and teaching practices that should be implemented to meet the learning needs of all ELLs are share with teachers. Training on how to develop listening, speaking as well as reading and writing skills of ELLs. During training, opportunities are provided for teachers to ask questions about specific concerns. Records are maintained by keeping agendas and attendance records of all staff who attended. On November 8th, 2011, along with Teacher's College support, PS 173 provided an entire day of workshops and training to all staff, assistant principals, teachers and paraprofessionals. Further training sessions will take place on January 9th, February 6th and March 5th, 2012.

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?

Parental Involvement

1. On going parental involvement is crucial. Therefore, parental involvement has played an integral part of PS 173's ESL program. Prior to the start of the ESL program, parents are invited to attend a parent orientation, which provides an overview of the New York City public education system, the school's expectations and their role as parents in their child's development. Meetings and workshops are provided to parents throughout the year to help them understand how to assist their children in the all subject areas. Math and ELA coaches as well as the Bilingual Coordinator provide parents with materials and strategies to assist their children. A list of staff members and the languages they speak are available in P.S.173 to provide the parents with translation services if the need occurs. The coaches and the Bilingual Coordinator, Parent Coordinator as well as a large number of P.S. 173 staff, provide translation in Spanish.

2 - 5 Support to the school's effort to provide a quality education to its students as well as their child's academic progress .Throughout the school year parents attend workshops to help them assist their ELL youngsters with scholastic needs. During various meetings, interpreters are used for parents who do not speak English as a primary language. Some agencies that support us are Northern Manhattan Improvement Corporation, The Office of Adult and Continuing Education and Catholic Charities. Informational materials are sent home or given to parents in their native language to facilitate their understanding of the school's expectations. Specialized training, skilled teaching and mastery of the English Language of ELL students, and parental involvement is utilized to promote academic achievement, while meeting the city and state standards in reading and math. These workshops are provided by the ELA and Math Coaches as well as the Bilingual Coordinator and ESL teachers. The Parent Coordinator also provides workshops to assist parents with the needs of their children. The Parent Coordinator also provides the parents with organizations and activities that are available to them in the neighborhood. We partner with NY Presbyterian Hospital, Learning Leaders, Washington Heights Inwood Coalition and Alianza Dominicana to provide valuable and workshops and services to our parents.

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)	15	13	6	8	8	10								60
Intermediate(I)	0	2	3	11	11	3								30
Advanced (A)	6	8	13	3	9	11								50
Total	21	23	22	22	28	24	0	0	0	0	0	0	0	140

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	A	0	6	10	2	9	8							
	P	0	11	22	15	15	13							
READING/ WRITING	B	0	9	5	7	8	8							
	I	0	1	3	11	12	5							
	A	0	6	8	2	9	10							
	P	0	7	19	4	5	6							

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0
4	12	6	0	0	18
5	6	9	0	0	15
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	6	0	9	0	0	0	0	0	15
4	12	0	7	0	0	0	0	0	19
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3	3	4	1	6	0			17
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)	5	2	3	5				
Chinese Reading Test	0	0	0	0				

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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

After Reviewing and Analyzing the Assessment data.....

1. We use TCRWP assessment in grades K-5 to assess early literacy. We also use assessments associated with Imagine Learning English in K-5 to diagnose instructional needs for ELLs. The data provides us with the Independent Reading Level and the Accuracy and Speed as to where the students are reading. It also provides us with vocabulary the student has mastered, comprehension skills the students have attained. The data provides us with further ways to develop programs and activities within the classroom to further assist students in areas where they may be weak. After reviewing the data provided by NYSESLAT/TCRWP we are focusing very closely on reading and writing. Using strategies and techniques where after reviewing the data, there was a notable area of weakness.

2. Upon analyzing the LAB-R result of Fall 2011 and the NYSESLAT of Spring 2011, the following demonstrated the pattern of students' proficiency performance: Students who were using our ELL intervention Program, Imagine Learning English and provided with push-in ESL showed significant progress. The trends indicate that more students are testing Proficient in NYSESLAT in grades K-2. The use of TCRWP units of study across all grades has benefitted ELLs in attaining proficiency levels in reading and writing. With the LAB-R results, to better serve students, they are grouped accordingly to provide them with the strategies they need to better succeed.

3. As data patterns are revealed in the NYSESLAT modalities, we group students in small groups and provide small group instruction during ELA and throughout the day using ESL strategies to and direct our focus on the modalities that need improvement. Use of TCRWP assessments during the year will also guide instruction for ELLs and their acquisition of English literacy skills.

4. While we see an achievement gap between ELLs and English Proficient students on NYS exams, we are experiencing a gradual closing of that achievement gap. Students in the lower grades appear to be progressing at a faster rate than those in upper grades. Kindergarten and first grade children are proficient within one year in Listening/Speaking modality of the NYSESLAT, and are making good progress in Reading/Writing considering it is their first year of formal education. The majority of our students in grades two through five are advanced or proficient in the Listening/Speaking Modality and a large majority are Intermediate or on the Advanced level for the Reading/Writing modality. The ELL Periodic Assessment is used to help set goals with ESL Teachers as well as Bilingual and Mainstream teachers. The Periodic Assessments are also compared with the interim benchmarking assessments that the school has administered. Data conversions with teachers also take place to monitor student progress throughout the year.

6. Our program for ELLs is good and progress is being made. We determine the success of our program based on the percentage of ELLs testing proficient on NYSESLAT and scoring at least a level 2 on NYS ELA.

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.

Paste additional information here

Part VI: LAP Assurances

School Name: PS 173		School DBN: 06M173	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)

School Name: PS 173

School DBN: 06M173

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dawn Boursiquot	Principal		1/18/13
Madrid Deratus	Assistant Principal		1/18/13
Wandalys Torres	Parent Coordinator		1/18/13
Maritza De Leon	ESL Teacher		1/18/13
Elsa Pickering	Parent		1/18/13
Jose Rodriguez	Teacher/Subject Area		1/18/13
	Teacher/Subject Area		
Nilda Francisco	Coach		1/18/13
Tania Serraty	Coach		1/18/13
Isabel Stoll	Guidance Counselor		1/18/13
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN: 06M173

School Name: P.S. 173

Cluster: 02

Network: Children First Network 94N209

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.

We look closely at the Home Language Surveys to determine our translation needs, specifically the RHLA report.

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.

57% of our parent population indicated Spanish as being their home language. Therefore, all written communication to parents is provided in English and Spanish. These findings are discussed at the School Leadership Team meetings and Faculty 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.

All correspondence that is sent to PS 173 families is translated in English and Spanish. We use in-house translators who are on staff and teachers who are proficient in translating all written correspondence to Spanish.

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.

All meetings involving parents are conducted in Spanish, with English translation, or in English with Spanish translation. We have a translating machine that is used at SLT meetings. In-house translators, i.e. Parent Coordinator, Bilingual Coordinator or teachers are made available to translate at Parent meetings. For larger events such as Parent-Teacher Conferences and Graduation Ceremonies, we hire a DOE vendor to provide translation services.

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>.

Parents will receive written notification in English and Spanish explaining their rights regarding translation and interpretation services and how to obtain such services. As per Chancellor's Regulations A-663, a conspicuous sign will be posted in English and Spanish near the building entrance and in the Main Office directing parents to the Parent Coordinator's office in Room 211 to obtain a copy of such written notification.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: P.S.173	DBN: 06M173
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 125
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 5
of certified ESL/Bilingual teachers: 5
of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

Our objective is to ensure that all of the immigrant students in P.S. 173 achieve a successful academic and social learning experience. By accomplishing such a goal, it equips the youngsters with academic content and social skills to function effectively in the classroom and outside of school in any type of social setting. Through this process, students experience quality education delivered through appropriate instructional practices and assessment measures. To provide students with such quality education, our aim will be on the Beginner Level students as per the NYSESLAT Spring 2012 exam. We are further breaking down the group into beginner level, due to the speaking and listening modalities and those beginner level students who are having difficulty with the reading and writing process. This includes all recent arrivals as well as all LEP students, in grades 3 through 5. This program will be for those students who have entered our school or remain on the beginner level. P.S. 173 will offer an after-school program which will begin on February 4th, 2013 through May 2012, The program will provide students with the needed academic support so they achieve academic gains to succeed in the area of literacy. Our focus will be immersing students in the English language as well as preparing students the necessary skills to take the NYSESLAT. We will provide students with the skills to increase their vocabulary, listening skills and speaking skills as well as reading and writing strategies. During after-school, hours of instruction will be 3pm - 4pm. Qualified bilingual/ESL teachers will deliver instruction to students according to their learning needs in both literacy and math. ESL strategies and methodologies will be an integral part of the program. The program will be provided by five, Bilingual and/or ESL certified teachers, the program will be conducted in English, using ESL strategies and methodologies. We will be using the NYSESLAT Test Preparation Books offered through Pearson, which we are purchasing for the purpose of implementing this direct instruction supplemental program.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

Through the collaborative support of all staff members, the academic success of our students will be possible. A special team of staff developers, along with the teacher specialist, provides support to all assistant principals, teachers and paraprofessionals. Working collaboratively, the staff will work in

Part C: Professional Development

finding and implementing the best teaching practices that meet the students' learning needs and learning styles. Staff members meet regularly for grade conferences to discuss strategies and teaching techniques. This team effort for planning extends to the weekly after school professional development activities. During these sessions, colleagues across the grade exchange meaningful ideas in all subject areas. Our staff members and administrators collaborate and share ideas regularly to upgrade our school achievement and ensure that we have a common focus, which includes: reading, writing, listening, speaking, proper use of grammar, predicting, clarifying, questioning, summarizing, finding cause and effect and relationship strategies. Professional development is held throughout the throughout the school year, and involves the entire staff of P.S 173 this includes, assistant principals, classroom teachers, ESL teachers, bilingual teachers, guidance counselors, speech therapists, service providers etc. Our focus is on how to better service and support immigrant students in our daily teaching and throughout the day, at all times, for example, when are students are walking through the halls to another class. Additional professional ELL training will be provided on the following dates on November 6, 2012, February 4th, 2013 and June 3rd, 2013. ESL standards and methodologies are applied in all lessons, to improve literacy and mathematics skills, additional resources are provided in before and after school instructional hours while using the Common Core Standards. P.S. 173 wants to ensure that our immigrant students are making adequate progress linguistically in the English language as they are meeting or exceeding the standards in the content areas while feeling acceptance and contentment. All staff at P.S. 173 are given opportunities to receive training through staff development. The providers will be, the Bilingual Coordinator and the ESL Teachers. A high priority will be best approaches and teaching practices that should be implemented in order to meet the learning needs of all immigrant students. Staff will receive training on how to develop the listening, speaking, reading and writing skills of these students and differentiating instruction for each. Teachers and staff are provided with opportunities to ask questions, of voice specific concerns.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

Parental involvement plays an integral part of PS 173. Parents are invited to attend a parent orientation, which provides an overview of the New York City public education system, the school's expectations and their role as parents in their child's development. During the year, meetings and workshops are provided to parents to help them understand how to assist their children in all subject areas and with scholastic needs. The Bilingual Coordinator, along with the Math and ELA coaches, provide parents with materials and strategies to assist their children in the areas of Language Arts and Mathematics. During various meetings, interpreters will be used for parents who do not speak English

Part D: Parental Engagement Activities

as a primary language. Some agencies that support us will be Learning leaders, Northern Manhattan Improvement Corporation, The Office of Adult and Continuing Education and Catholic Charities. Informational materials will be sent home or given to parents in their native language to facilitate their understanding of the school’s expectations. Specialized training, skilled teaching and mastery of the English Language of ELL students, and parental involvement is utilized to promote academic achievement, while meeting the city and state standards in reading and math. The Parent Coordinator also provides workshops to assist parents with the needs of their children, providing them with organizations and activities that are available to them in the neighborhood. We partner with NY Presbyterian Hospital, Learning Leaders, Washington Heights Inwood Coalition and Alianza Dominicana to provide valuable and workshops and services to our parents. Such activities will include i.e. Helping Your Child To Read, Know what To Expect on the State Exams, and Book Making With Your Children. Parents will be informed of these programs and workshops through letters sent home with their children and/or mailed directly to them.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
TOTAL		