



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** P.S. 173  
**DBN (i.e. 01M001):** 06M173  
**Principal:** DAWN J. BOURSQUOT  
**Principal Email:** DBOURSI@SCHOOLS.NYC.GOV  
**Superintendent:** ELSA NUNEZ  
**Network Leader:** ROXAN MARKS

**School Leadership Team (SLT) Signature Page**

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Dawn J. Boursiquot	*Principal or Designee	
Jose Rodriguez	*UFT Chapter Leader or Designee	
VictoriaFarez	*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	
Joanna Medina	Member/ Parent	
Robert Chelimshky	Member/ Parent	
Jim Davis	Member/ UFT	
Helen Burdette	Member/ UFT	
Yesenia Rodriguez	Member/ UFT	
Blanca Tinoro	Member/ Parent	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed	
<b>x</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>x</b>	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
<b>x</b>	<b>Academic Intervention Services (AIS)</b>
<b>x</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>x</b>	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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.

By June 2014, teachers will increase students' academic progress in mathematics and literacy as evidenced by a 10% increase in the number of students reaching level 2 on the NYS ELA and Mathematics Exams.

### 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.

When looking at the results of our school's 2013 NYS ELA and Mathematics exam results we noted that large percentage of students scored in Level 1 with many of those students being Students with Special Needs and English Language Learners. We also recognized that many of these students in grades 3-5 attained Scale Scores that were at the cusp of Level 2.

### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### A. Strategies/activities that encompass the needs of identified subgroups

1. In order to meet this goal, our school adopted a new Common Core Aligned curriculum for both English Language Arts and Mathematics instruction.
2. Academic Afterschool program that targets Level 1 students. Most of our students are bilingual and many of these students are ELLs /Former ELLs or have IEPs so we always consider these subgroups.
3. Teachers will regularly utilize relevant student data, including, but not limited to, TCRWP Running Records, baseline and published writing samples, Periodic 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.
4. 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.
5. Coaches, staff developers and school administrators will provide professional development in developing rigorous lessons reflective of Task analysis.
6. 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.
7. 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.
8. 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.

#### B. Key personnel and other resources used to implement each strategy/activity

1. Literacy Coach, Mathematics Coach, Teachers, School Leaders
2. Literacy Coach, Mathematics Coach, Teachers, School Leaders
3. Assessment Coordinator, Teachers, Coaches, School Leaders
4. Teachers, Coaches
5. Coaches Staff Developers, School Leaders
6. Bilingual Coordinator, Teachers, School Leaders
7. Teachers, Coaches
8. SETSS Teacher, Network

#### C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Coaches monitor implementation of curriculum using pacing calendar. Intervals have been set (November, January, March, May) to gauge and revisit instructional practices in place to ensure the goal is met.

2. Regular ongoing assessments(formal and informal) throughout the duration of the afterschool
3. Coaches and school leaders monitor progress for students to meet benchmarks. Adjustments are as needed.
4. At the end of each unit, student work on performance tasks are analyzed to surface gaps and identify best instructional practices to meet student needs/goals. Intervals have been set (November, January, March, May) to gauge and revisit instructional practices in place to ensure the goal is met.
5. School Leaders will monitor the level of rigor in tasks throughout the process of conducting informal/formal observation cycles with teachers. When identified school leaders will mobilize coaches and staff developer to provide additional support to teachers.
6. Bilingual Coordinator, school leaders and coaches will provide ongoing feedback to teachers' best practices for engaging English language learners and students with disabilities.
7. Teacher teams use protocols in an inquiry process to analyze student work and make adjustments to instruction as needed. This data is shared with coaches and school leaders. Intervals have been set (November, January, March, May) to gauge and revisit instructional practices in place to ensure the goal is met.
8. The SETSS teacher will track student progress and collaborate with classroom teachers to support student achievement.

**D. Timeline for implementation and completion including start and end dates**

1. September 2013– June 2014
2. October 2013 – May 2014
3. September 2013– June 2014
4. September 2013– June 2014
5. September 2013– June 2014
6. September 2013– June 2014
7. September 2013– June 2014
8. September 2013– June 2014

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Title I Literacy and Math Coach
2. October 2013 – May 2014 (10 teacher@ per session rate x30 weeks)
3. Common prep period allow teachers to meet
4. Common prep period allow teachers to meet
5. Common prep period allow teachers to meet
6. Common prep period allow teachers to meet
7. Common prep period allow teachers to meet
8. No cost associated with activity

**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).

- Our parent and bilingual coordinators will work towards informing parents of school-based practices designed to meet the specific needs of their children given the demands of the common core curriculum
- Translators are hired for all parent workshops
- All correspondence sent home is translated in parents' native language
- Parent workshop - Common Core Curriculum night open to all parents K – 5
- Parent Workshop – How to Help your child at home for New York State Testing

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	X	Title IIA	X	Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #2**

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.

By engaging students in regular short term goal setting relevant to the Common Core Standards and providing targeted strategies to reach those goals, teachers will increase English Language Learners' academic proficiency in reading comprehension through the regular use of informational text, resulting in a 5% decrease in the percentage of students identified as ELLs performing at Level 1 on the 2014 NYS ELA Exam.

## **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 2014, English Language Learners will have demonstrated an increased proficiency in English Language Arts as measured by the NYS ELA 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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

### **A. Strategies/activities that encompass the needs of identified subgroups**

1. Coaches and teachers will utilize the Common Core Library for standards – based exemplars of literacy Tasks that support students identified as English Language Learners.
2. Coaches and school leaders 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.
3. Coaches and school leaders will support teachers with professional development in the creation of standards – based tasks that support students' short term goals.
4. 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 (ei. - how classroom environment can enhance the learning outcome for students identified as ELLs).

### **B. Key personnel and other resources used to implement each strategy/activity**

1. Coaches, Teachers
2. Coaches, School leaders, Teachers
3. Coaches, School leaders, Teachers
4. Coaches, School leaders, Teachers

### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Ongoing interim assessments and unit tests will be administered to track the progress of the target population. Data will be analyzed at set intervals (November, January, March, May) to gauge progress and revisit instructional practices in place to ensure goal is met.
2. Ongoing interim assessments and unit tests will be administered to track the progress of the target population. Data will be analyzed at set intervals (November, January, March, May) to gauge progress and revisit instructional practices in place to ensure goal is met.
3. Teachers will implement and adjust tasks as needed.
4. Effectiveness of lessons will be monitored on an ongoing basis as part of the cycles of observation using the Danielson framework.

### **D. Timeline for implementation and completion including start and end dates**

1. September 2013– June 2014
2. September 2013– June 2014
3. September 2013– June 2014
4. September 2013– June 2014

### **E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. No cost associated with this activity
2. No cost associated with this activity
3. No cost associated with this activity
4. No cost associated with this activity

**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).

- Our parent and bilingual coordinators will work towards informing parents of school-based practices designed to meet the specific needs of their children given the demands of the common core curriculum
- Translators are hired for all parent workshops
- All correspondence sent home is translated in parents' native language
- Parent workshop - Common Core Curriculum night open to all parents K – 5  
Parent Workshop – How to Help your child at home for New York State Testing

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	x	Title IA	x	Title IIA	X	Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

**Goal and Action Plan #3**

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.

By June 2014 75% of our teachers will receive a HEDI scale rating of "E(or higher)" for Danielson framework component 3B - Effective Questioning and Discussion techniques.

**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.

Based on school administrators' and Quality Reviewer observations, it was noted that our teachers were not using effective questioning and discussion strategies in their daily lessons. This has adversely impacted the development of critical thinking skills in our students.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. School Leaders will conduct cycles of formal and informal observations using the Danielson framework for effective teaching. As part of their feedback, school leaders guide teachers to available online webinars and other learning opportunities available on the teacher effectiveness website.
2. Coaches and school leaders will provide professional development for teachers on the topic of using questioning and discussion in instruction.

**B. Key personnel and other resources used to implement each strategy/activity**

1. School Leaders(Principal, Assistant Principals)
2. School Leaders, Coaches

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Mid-year conversations with teachers to monitor their progress towards becoming effective or higher in component 3B in Danielson framework. School leaders will mobilize coaches to provide additional support to teachers not making adequate and timely progress.
2. Coaches regularly follow up with workshop participants to ensure implementation of best instructional practices

**D. Timeline for implementation and completion including start and end dates**

1. September 2013- May 2014

2. September 2013– June 2014

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

- 1. No cost associated with this activity
- 2. No cost associated with this activity

**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).

During Parent Association meeting, parents will learn how developing Questioning and Discussion Techniques in teachers impacts their children ability to engage in critical thinking. Parents will also understand that this important in helping their children meet Common Core State Standards in all subject areas.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>x</b>	<b>Tax Levy</b>	<b>x</b>	<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #4**

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 #4**

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

**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.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1.

**B. Key personnel and other resources used to implement each strategy/activity**

1.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1.

**D. Timeline for implementation and completion including start and end dates**

1.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1.

**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).

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

## Goal and Action Plan #5

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 #5**

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

### **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.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

1.

#### **B. Key personnel and other resources used to implement each strategy/activity**

1.

#### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1.

#### **D. Timeline for implementation and completion including start and end dates**

1.

#### **E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1.

### **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).

### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Interactive writing, guided reading, Wilson Reading Program	Small group/ Tier I and Tier II	During school/After school/Extended Day
<b>Mathematics</b>	RTI – Mathematics Coach	Small group/one-to-one/ Tier I and Tier II	During School/After School/Extended Day
<b>Science</b>	RTI - Science Cluster	Small group/ Tier I and Tier II	During school/Extended Day
<b>Social Studies</b>	RTI	Small group/ Tier I and Tier II	During school/Extended Day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Guidance Counselor – At Risk crisis counseling I.E.P Teacher – At Risk Groups	Small group/Individual	During school/Extended Day

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Teachers are recruited from colleges which have distinguished Teacher Education Programs. We have developed partnerships with Columbia University, NYU, Bank Street and Fordham University for this purpose. New teachers are mentored by coaches and exemplary teachers. Teachers attend high quality professional development offered by the Department of Education and curriculum consultants.

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
All instructional and supervisory staff participates in ongoing professional development offered by NYC Department of Education. Instructional Staff also has access to web-based professional development activities that are available on ARIS and resources which are available in the Common Core Library on the DOE website.

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
State funds are used to purchase CCSS aligned curriculum materials; Federal Funds are used to support onsite teacher coaches and fund instructional programs for at-risk students.

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
Many of our students transition from our school's Pre-Kindergarten program. Pre-K students have exposure to Kindergarten level activities and routines in late Spring as a means of preparing for Fall enrollment.

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
The use of multiple assessments is discussed at grade level meeting conducted by teacher coaches and assistant principals. Teachers develop CCSS aligned rubrics to measure writing and performance tasks; determine composition of ELA and Mathematics portfolios and create interim assessments.

**TA Schools Only**

**Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.

**TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required 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.

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**Parent Involvement Policy (PIP)**

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 1<sup>st</sup> 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**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

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

**I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> 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  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District <b>06</b>	Borough <b>Manhattan</b>	School Number <b>173</b>
School Name <b>PS 173</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Dawn J. Boursiquot</b>	Assistant Principal <b>Kevin Goodman</b>
Coach <b>Nilda Francisco - Language Art</b>	Coach <b>Tania Serraty - Mathematics</b>
ESL Teacher <b>Maritza De Leon - E.S.L.</b>	Guidance Counselor <b>Isabel Stoll</b>
Teacher/Subject Area <b>Maria Zenoz - Bilingual Coord.</b>	Parent <b>Myrna Diaz</b>
Teacher/Subject Area <b>Maribel Castillo - Bililingual</b>	Parent Coordinator <b>Wandalys Torres</b>
Related Service Provider	Other <b>Emma Flores - Psychologist</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### 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 currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>2</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>2</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>1</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>1</b>	Number of special education teachers with bilingual extensions	<b>1</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>644</b>	Total number of ELLs	<b>130</b>	ELLs as share of total student population (%)	<b>20.19%</b>
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## Part II: 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	To t #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)	1	0	0	0	1	1								3
<b>Dual Language</b> (50%:50%)	0	0	0	0	0	0								0
<b>Freestanding ESL</b>														
Push-In	1	0	1	1	1	1								5
self-contained	0	1	1	1	0	0								3
<b>Total</b>	2	1	2	2	2	2	0	0	0	0	0	0	0	11

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	130	Newcomers (ELLs receiving service 0-3 years)	115	ELL Students with Disabilities	18
SIFE	0	ELLs receiving service 4-6 years	15	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 SWD. [?](#)

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	38	0	1	0	0	0	0	0	0	38
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	77	0	11	15	0	10	0	0	0	92
Total	115	0	12	15	0	10	0	0	0	130
Number of ELLs who have an alternate placement paraprofessional: 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	20	24	22	12	20	27								125
Russian	0	1	1	1	0	0								3
Arabic	0	0	1	1	0	0								2
<b>TOTAL</b>	<b>20</b>	<b>25</b>	<b>24</b>	<b>14</b>	<b>20</b>	<b>27</b>	<b>0</b>	<b>130</b>						

\*EP=English proficient student

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	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

**Dual Language (ELLs/EPs)  
9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Hispanic/Latino:	Other:
Native American: ____	White (Non-Hispanic/Latino): ____

**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	3	22	19	12	21	10								87
Chinese				2										2
Russian		1	1	1										3
Bengali														0
Urdu														0
Arabic			1	1										2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian						1								1
Other		1												1
<b>TOTAL</b>	<b>3</b>	<b>24</b>	<b>21</b>	<b>16</b>	<b>21</b>	<b>11</b>	<b>0</b>	<b>96</b>						

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**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)	12	5	5	3	10	5								40

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	0	5	9	3	9	9								35
Advanced (A)	8	15	7	9	8	8								55
Total	20	25	21	15	27	22	0	0	0	0	0	0	0	130

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	51	23	21	3	98
4	46	44	0	0	90
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	32	0	36	0	24	0	8	0	100
4	33	0	40	1	15	1	0	0	90
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	9	2	11	1	52	2	17		94
8									0
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
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	5					
Chinese Reading Test	0	0	0	0	0	0	0	0

**After reviewing and analyzing the assessment data, answer the following:**

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
PS 173 uses Fountas and Pinnell, Running Records, TCRWP for all grades and SchoolNet Assessment for grades 3 through 5. The data allows us to see the improvements the ELLs are experiencing as well as areas where we need to focus such as reading comprehension and writing.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
In terms of the LAB-R data the pattern is that most newcomers are beginner or early intermediate levels after testing is completed. The data reveals that students in the lower grades Kindergarten and First tend to do extremely well in one or two years and are able to achieve Proficiency. In the upper grades, students do well in the Speaking and Listening Subtests but tend to need more skills in the Reading and Writing Subtest.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
The state did not release the spring 2013 NYSESLAT scores in combined modalities.
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?The patterns across proficiency and grades Kindergarten and first grade students advanced in language proficiency. Many moving one or two levels in a years time. Second grade students, although most remained on the same levels, their reading and writing scores were slightly lower. Third, fourth and fifth grades students' scores in Speaking and Writing decreased. The school leadership and teachers are using the results of the Baseline Assessments and Periodic Assessments to drive instruction based on the needs of the students, by grouping and reteaching. The results allow teachers to use one on one , small group instruction , and develop a process of scaffolding based on the needs of individual students. Native language is being used to support ELL's and clarify meanings.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs.](#))  
Our school closely looks at the performance levels of the NYSESLAT, in order to form grouping and class assignments of students. This method assists us greatly when the English Language Teachers pushes in to provide the mandated services during extended day and other times of the day. Teachers can easily target their instruction accordingly. RTI is provided during the extended day and throughout the day. Using the data from Periodic Assessments, Teacher Assessments and TCWRP, students are provided with intensive, targeted instruction designed to match their learning needs. We provide one to one instruction tailored to the students needs, where necessary and intensive small group instruction.
6. How do you make sure that a child's second language development is considered in instructional decisions?  
PS 173 makes sure that a child's second language development is considered when determining instructional decisions by placing them in the appropriate classrooms with ESL/Bilingual teachers and providing ESL instruction by certified ESL teachers. Whenever possible, we provide additional service to students, providing more periods of Second Language instruction during the content areas.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?Not Applicable
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
PS 173 looks closely at the percentage of ELL's who move across levels, especially those who move from Advanced to Proficient. We look at Kindergarten and First grade studnts, where we expect a large percentage of studnts to attain proficiency. One way o determine success is to also look at the movement made by students in the areas of English Language Arts and Mathematics as measured by the New York State English Language Arts Assesment and the New York State Mathematics Assessment.

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
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 the information provided by the parents on the Home Language Survey, including an informal interview in both English and in the native language. As parents and children arrive in our building they are greeted in their native language (Spanish) by the office staff. If the parent speaks a language other than English or Spanish, there is personnel within the building to welcome them and then translate. The person responsible for administering the HLIS is Maria Zenoz - Bilingual Coordinator, who speaks Spanish and English. Consequently, students who are eligible for LAB-R testing are then tested within ten days of their admission, by the ESL teachers, Maritza de Leon or Jose Rodriguez who are also fluent in both English and Spanish. According to the LAB-R results, students scoring below the English language proficiency level are placed in a free standing ESL program, Transitional Bilingual class or a Dual Language class depending on the parental choice.
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.  
As students are being tested within the first ten days of their admission date, parents of ELL students eligible to receive ESL/Bilingual services are notified about their child's entitlement to the program through a letter written in their native language. Letters are given to students to take home inviting their parents to attend the Parent orientation Session. If the parents are unable to make a group session, individual sessions are provided. Telephone calls to individual parents are made daily until the parent attends the Orientation Session. All orientation sessions are scheduled with parents to inform them and help them understand the goals of the programs, Bilingual Transitional, English as a Second Language and Dual Language Programs. Parents are shown a video, where all three programs are presented and explained in great detail. Thereafter, any questions parents may have are answered in their native language. The parent then chooses his preferred program for their child. A letter is sent home immediately following the Orientation Session advising the parent that their child has been placed in their selected program. The Bilingual Coordinator and ESL staff meet annually with parents regarding their child's status in the Transitional Bilingual, Free Standing English as a Second Language Program and Dual Language Program. Parents are informed by letter also of changes in programs and their child's placement, according to their choice.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)  
As per the LAB-R and NYSESLAT test results, determination is made as to whether or not students are entitled to receive services. Following the assessment results using ATS reports, entitlement letters or continued entitlement letters are sent home with students within the first ten days of school, they are distributed personally by the ESL staff. In addition, parents are reached through meetings scheduled at various times throughout the day. Group meetings are scheduled as well as individual meetings for parents to attend. During each meeting, information related to their child's entitlement for Bilingual/ESL services are shared. Although parents are reached through multiple methods, letters, phone calls, we meet them during arrival or pick up time, if they do not have the opportunity to attend any meeting, phone calls are made to reach out to those parents in order to ensure that they have received the entitlement letter. An individual meeting is scheduled at their convenience. The Bilingual Coordinator, ESL teachers 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 Transitional Bilingual Programs offered at PS 173. All letters are maintained in the Bilingual Coordinators office, a copy of each letter is also placed in the child's cumulative folder and the third letter is sent home

with the student.

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.

In PS 173, Limited English Proficiency students are identified at registration through information submitted by parents on the Home Language Identification Survey (HLIS) form. At Registration, the HLIS and an oral interview is conducted by the Bilingual Coordinator (Maria Zenoz) or the ESL teachers ( Maritza DeLeon or Jose Rodriguez). This oral interview is conducted in English and native language; most often Spanish. If there is a parent that speaks a language other than English or Spanish, PS 173 has a translation list of all personnel on staff and the languages spoken. We reach out to those individuals to help facilitate registration and communication with the parent. All forms are offered in a number of languages. Thereafter, the 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. Shortly after registration, the LAB-R is administered to students to determine their eligibility for ESL, Dual Language and Transitional Bilingual services. The placement of students in any program is made in consultation with parents of eligible students. Once the parent attends the Orientation Session the Bilingual Coordinator updates the ELPC screen in ATS within 10 days. 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, Language Preference Forms and other letters are in students' home language and English. The aforementioned ESL teachers assist as needed at registration and during meetings.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

In order to determine NYSESLAT eligibility, student historical profiles, test reports and NYSYSLAT eligibility reports in ATS are used.

To effectively administrate all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELL's in PS 173 we abide by the state calendar for testing and all NYSESLAT memorandums provided by the State. We administered the Speaking Subtest from April 17<sup>th</sup> through May 17. We then administered the Listening , Reading and Writing Subtests (in this particular order) May 6<sup>th</sup> through May 17, 2013. All tests were administered by the ESL teachers. Students were grouped depending on their subgroup, ie: Newcomers, Middle Year ELL's, Long Term ELL's and Special Education ELL's, always abiding by those students with IEP's and test modification accomodations. The Bilingual Coordinator, Ms. Zenoz sets up all the tests and charts to ensure that all students are tested in a timely manner and that all IEP mandates are in effect.

6. 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.) 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. 
- 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. As per result 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 20% of the parents of ELLs have selected Transitional Bilingual Education as their first choice of program selection for their children. The program models offered at PS 173 are alligned with parent requests. Our programs are alligned with parent choice and program offerings.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])?

The organizational models used at PS 173 are the Self Contained Bilingual Transitional model and the push-in (co-teaching) model.

PS 173 uses program models that are grade appropriate heterogeneous groupings. Students are grouped according to NYSESLAT and LAB-R proficiency levels. During the year, students are restructured and regrouped, according to their grade level, upon review of ARIS, Periodic Assessments, Running Records and other assessments.

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)?

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 (Entering, Emerging, and Transitioning students receive 360 minutes of ESL instruction per week. When permissible we increase the minutes per week). (Expanding or Advanced students receive 180 minutes of ESL instruction) 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 a specific number of ESL instructional hours as mandated, to small groups of students.

The time allotted for ELA (English Language Arts) is ninety minutes per day times five days per week, which equals 450 minutes of instruction per week. Students enrolled in Transitional Bilingual classes receive the 25% daily instructional support in native language arts as per the 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 greater understanding about the American, 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. 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 foster language development and meet the demands of the Common Core Learning Standards.

All content area instruction increases the cognitive skills of students in order for them to achieve language proficiency within a period of three years from the date of admission. In order to meet the demands of the Common Core Learning Standards, native language support is given during all subject areas, where students require additional support. We use a variety of materials, pictures, hands on activities, books support etc. 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. 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 Mathematics in English Language Arts or native language (testing in English or native language is subject to language dominance of students). English language learners in fourth grade take the Science 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, Periodic Assessments, ARIS data and educators observations are among the factors utilized to indicate students' needs for additional support services, in order for them to successfully attain and meet the Common Core Learning Standards.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

To ensure ELLs are appropriately evaluated in their native language throughout the year, teachers in the lower grades use teacher made assessments after completing each unit of study. In the upper grades, besides using teacher made assessments, students are tested with the ELE (Examen del Lenguaje Espanol).

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELL's are appropriately evaluated on all four modalities of English acquisition throughout the year by teacher made assessments in all four modalities, taking into consideration the differentiation of instruction. Teachers utilize the NYSESLAT Test Preparation books in order to not only have students practice the skills necessary to become proficient but also as a mini assessment. Teachers use these assessments to regroup ESL students depending on the level they are now attaining and the skills they still need.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Students are identified at registration in order to be placed 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 will receive intensive academic intervention. (Although presently we do not have any SIFE students registered). During the regular school day, classroom teachers provide additional time for individualized or small group instruction. After school and extended hour 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. SIFE students also receive additional intervention through the guidance 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 below age appropriate level.

PS 173 welcomes students who are newcomer. They are nurtured by the entire school family. Their native language is identified upon registration. Linguistic support is provided for parents and children, since PS 173 has personnel of ethnic backgrounds, who speak many different languages within the school. Such communication facilitates their transition to the school system. As part of the transition, the parent coordinator, bilingual coordinator and the ESL teachers meet with parents of newcomers and the newcomer. 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 teachers, 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 groups, push-in instruction, and on going sustained individualized instruction. Peer tutors work in connection 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 programs 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.

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 modalities. ELL students who have not met the performance standard in listening: Using the TCRWP program, Ready Gen and other teacher generated materials, students will develop literacy skills ranging from phonemic awareness to reading comprehension skills. Listening skills is integrated in the everyday practice of listening to stories being read by the teacher or fellow classmates, as well as stories on CD's or cassette tapes. The children also develop their listening skills in the daily teaching of literacy provided by both ESL and classroom teachers, who collaboratively plan considering all four modalities and student needs. ELL students who have not met the performance standard in reading: Reading instruction is implemented daily through the Ready Gen, in conjunction with 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 assessments to students. Teachers analyze the results of data to drive instruction. As a result, students develop their reading skills and attain a 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 programs 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 teacher 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. Additional time is allotted for ESL services. Students receive academic intervention in after school programs. Their support is small group instruction focusing on the students weaknesses.

After testing, proficient ELL students continue to receive much needed support. They continue to receive instruction in a supportive environment with learning opportunities to assist them with their common core based performance standards. Once again the classroom teacher and the ESL push in teacher plan closely and monitor the growth and needs of the former ELL students.

7. 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?  
PS 173 uses phonological awareness, decoding strategies, the process of learning sound symbol correspondence, auditory discrimination techniques, vocabulary, word work, figurative language, words with multiple meanings, reading comprehension, background knowledge about specific topics and many other instructional strategies.
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?  
PS 173 uses flexible scheduling allowing the ESL teacher to service the children at different times of the day. Allowing for ESL instruction in a variety of subject areas. At other times, ELL-SWD's are grouped with students from the general population to work on small projects, group instruction, or focus on a specific skill.

### 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
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### 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

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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

### Native Language Usage and Supports

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

Native Language Usage/Support		Transitional Bilingual Education (TBE)		
100%				
75%				
50%				
25%				
		Dual Language		
100%				
75%				
50%				
25%				
		Freestanding ESL		
100%				
75%				
50%				
25%				
TIME		BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.				

## B. Programming and Scheduling Information--Continued

9. 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.
- We offer a push-in and/or pull-out program provided by the Mathematics and the Language Arts Coaches. They also provide services in their native language (Spanish) when required/needed. Other intervention services are provided by our Science cluster, and the Gym cluster, who also provide instruction in their native language (Spanish) when needed.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The effectiveness of our current program is obvious in our students progress evident in our NYSESLAT scores. The staff at PS 173 is excited to be working with two new programs Ready Gen and Go Mathematics. Teachers and ESL teachers have been collaboratively attending grade level workshops and planning sessions to provide the best instruction to meet the needs of our ELLs.
11. What new programs or improvements will be considered for the upcoming school year?
- This year we are excited about the implementation and use of Ready Gen. A new language arts program that we are implementing this year. Besides a new language arts program we will be using Go Math. Both of these programs, Ready Gen and Go Math are aligned to the Common Core Learning Standards and modified for English Language Learners. They both have a strong native language support component and enrichment work for ELLs.
12. What programs/services for ELLs will be discontinued and why?
- We are not planning to discontinue any of the programs or services for our ELLs. We did discontinue Imagine Learning, a computer based program for learning English for grades K-5 a year ago. Imagine Learning was discontinued due to an overwhelming amount of time the program crashed or froze.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are afforded equal access to all school programs and activities. They receive the same letters to take home with the appropriate translations. They are provided the same opportunity to join after school learning programs, such as remedial mathematics or Language Arts as well as any sport related activity, such as soccer, basketball, baseball, cheerleading, and track .
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- PS 173 uses technology in every classroom throughout our building. Our classrooms are equipped with one to three computers per room. Computer lab period/periods are programmed into their weekly schedules. Teachers, ESL teachers and the computer lab teacher work jointly to implement and support one another in the classroom and in the computer lab.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Since we utilize the 25% Bilingual Transitional program in place at the school, it 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 The Common Core 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 the Ready Gen Reading Program with the support of TCRWP (Teacher's College Reading and Writing 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.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- The ELL students at PS 173 are provided the mandated services and time allocated for these services. Services and support are provided to students based on their grade levels, when working in groups. The ELL's age plays an important factor when teaching material is needed. High interest, low functioning books are used to maintain their attention and interest.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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 teachers 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 conjunction 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 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.

18. What language electives are offered to ELLs?

The language electives offered to the students in this elementary school is Spanish.

19. For schools with dual language programs:

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

Not Applicable

### **C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

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. Our staff developers along with the lead teachers provide support to all teachers. The staff works collaboratively in finding and implementing the best teaching practices that meet the students' learning needs and learning styles. Staff members including ESL teachers and bilingual teachers meet regularly with Monolingual classroom teachers for grade conferences to discuss strategies and teaching techniques to better serve the ELL students. Weekly planning sessions are also scheduled by the teachers. 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 focus on school achievement and ensure that we have a communal focus.

The school Network provides professional training for the ESL teachers to turnkey to the bilingual teachers and the classroom teachers they are working with. Regular meetings are held through the Department of Education and by the Network throughout the year, teachers assist these workshops as well.

Teachers of our fifth 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 by a via push-in/collaborative team teaching model, these students are better equipped, socially and academically to transition into middle school.

The staff at PS 173 are given the opportunities to receive ELL training through on-sight and off-sight staff development. Best approaches and teaching practices that should be implemented to meet the learning needs of all ELLs are shared with teachers. Training on how to develop listening, speaking as well as reading and writing skills of ELLs are provided during training. During training opportunities teachers are strongly encouraged to ask questions about specific concerns. Records are maintained by keeping agendas and attendance records of all staff who attended. On September 4<sup>th</sup> and November 5<sup>th</sup>, 2013 along with the support of the Literacy Coach, an entire day of workshops and training will be offered to all staff, assistant principal, teachers and paraprofessionals. Further training sessions will take place on June 5<sup>th</sup>, 2014.

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

Ongoing parental involvement is crucial and 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 all subject areas. Math and ELA coaches as well as the Bilingual Coordinator provide parents with materials and strategies to assist their children, in areas of language development, Math and ELA strategies. A list of staff members and the languages they speak are available in PS 173 to provide the parents with translation services if need occurs. The coaches and the bilingual coordinator, parent coordinator as well as a large number of PS 173 staff, provide translation in Spanish.

PS 173 partners with many different Community Based Organizations and Agencies provide workshops and services to the ELL parents. PS 173 strives to provide a quality education to its students focusing on 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. Such organizations include J. Hood Wright Recreation Center, Northern Manhattan Improvement Corporation, Children's Hospital of New York Presbyterian Program and many others.

Parents have come into school to ask or request information. Due to the need of the parents, PS 173 reaches out to organizations that can assist. We partner with NY Presbyterian Hospital, Learning Leaders, Washington Heights Inwood Coalition, and Alianza Dominicana to provide valuable workshops and services to our parents. Informational material 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 achievement, while meeting the city and State Common Core Standards in Reading and Math.

## E. 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.

## Part VI: LAP Assurances

**School Name: P.S. 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 J. Boursiquot	Principal		10/25/13
Kevin Goodman	Assistant Principal		10/25/13
Wandalys Torres	Parent Coordinator		10/25/13
Maritza De Leon	ESL Teacher		10/25/13
Myrna Diaz	Parent		10/25/13
Maribel Castillo	Teacher/Subject Area		10/25/13
	Teacher/Subject Area		
Nilda Francisco	Coach		10/25/13
Tania Serraty	Coach		10/25/13
Isabel Stoll	Guidance Counselor		10/25/13
	Network Leader		
	Other		
Maria T. Zenoz	Other <u>Bilingual</u> <u>Coordinato</u>		10/25/13
	Other		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

*Requirement under Chancellor's Regulations – for all schools*

**DBN: 06      School Name: P.S. 173**

**Cluster: 4      Network: 401**

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

**Part A: Needs Assessment Findings**

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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.

Upon registration, parents are given the HLIS (Home Language Identification Survey) a preferred language form to complete. We abide by the language the parent states on the form. We offer these forms in all the languages made available by the NYC Department of Education.

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.

90% of our parent population are English Language Learners, with Spanish being the #1 native language. The findings are reported to parents at meetings and by letter.

## Part B: Strategies and Activities

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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.

90% of our parent population are English Language Learners, with Spanish being the #1 native language. P.S. 173 has a list of all personnel in the building and the languages they are fluent in. We provide in-house translation services by school staff and/or parent volunteers. All documents, correspondence and letters that are sent to P.S. 173 families are translated in both English and Spanish. We use in-house translators who are on staff.

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 in-house translators, i.e. Parent Coordinator, Bilingual Coordinator or teachers are made available to translate at Parent meetings.

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"> <li>Per session</li> <li>Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>		
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.
<b>TOTAL</b>		