



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: DR. WILLIAM DORNEY, PUBLIC SCHOOL 72

DBN (i.e. 01M001): 08X072

Principal: MS. MARGARITA COLÓN

Principal Email: MCOLON@SCHOOLS.NYC.GOV

Superintendent: DR. TIMOTHY BEHR

Network Leader: ELMER MYERS

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 |
|-------------------|--|-----------|
| Margarita Colón | *Principal or Designee | |
| Elizabeth Ramos | *UFT Chapter Leader or Designee | |
| Joyce Irizar | *PA/PTA President or Designated Co-President | |
| Haydee Rivera | 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 | |
| Janette Hernandez | Member/ UFT | |
| Michelina Neal | Member/ UFT | |
| Constance Canaras | Member/ UFT | |
| Alicia Goodwin | Member/ UFT | |
| Juan Carrasquillo | Member/ Parent | |
| Elizabeth Downey | Member/ Parent | |
| Elizabeth Cruz | Member/ Parent | |
| Evelyn Davila | 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.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- 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. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- 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 SCEP 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 SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP 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).

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use

of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- 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.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) 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 (TIP) located on page 13 of the SCEP.

SCEP Checklist

All Schools

| Indicate that a section has been completed by marking an "X" in the box to the left of each section | |
|---|--|
| | School Leadership Team Signature Page |
| | The SCEP Overview |
| | Action Plans 1 – 5: Each of the five Action Plans must contain the following elements- |
| | 1. A major recommendation with HEDI rating |
| | 2. Statement Of Practice (SOP) selected aligned to the goal |
| | 3. A goal aligned to the major recommendation |
| | 4. Instructional Strategies section, A-E for each strategy or activity that supports the goal |
| | 5. Budget & Resource Alignment section (indicating all funding sources) |
| | Academic Intervention Services (AIS) |
| | Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding) |
| | Parent Involvement Policy (PIP) |

School Information Sheet for 08X072

School Configuration (2013-14)

| | | | | | |
|---|-------------------------|--|-------|--|-----|
| Grade Configuration | PK,0K,01,02,03,04,05,SE | Total Enrollment | 896 | SIG Recipient | N/A |
| Types and Number of English Language Learner Classes (2013-14) | | | | | |
| # Transitional Bilingual | N/A | # Dual Language | N/A | # Self-Contained English as a Second Language | N/A |
| Types and Number of Special Education Classes (2013-14) | | | | | |
| # Special Classes | N/A | # SETSS | N/A | # Integrated Collaborative Teaching | N/A |
| Types and Number of Special Classes (2013-14) | | | | | |
| # Visual Arts | 48 | # Music | 48 | # Drama | N/A |
| # Foreign Language | N/A | # Dance | N/A | # CTE | N/A |
| School Composition (2012-13) | | | | | |
| % Title I Population | 67.7% | % Attendance Rate | 90.7% | | |
| % Free Lunch | 79.4% | % Reduced Lunch | 7.8% | | |
| % Limited English Proficient | 5.8% | % Students with Disabilities | 17.9% | | |
| Racial/Ethnic Origin (2012-13) | | | | | |
| % American Indian or Alaska Native | 0.5% | % Black or African American | 20.3% | | |
| % Hispanic or Latino | 69.3% | % Asian or Native Hawaiian/Pacific Islander | 5.1% | | |
| % White | 4.9% | % Multi-Racial | N/A | | |
| Personnel (2012-13) | | | | | |
| Years Principal Assigned to School | 5.68 | # of Assistant Principals | 2 | | |
| # of Deans | N/A | # of Counselors/Social Workers | 3 | | |
| % of Teachers with No Valid Teaching Certificate | 6.9% | % Teaching Out of Certification | 11.0% | | |
| % Teaching with Fewer Than 3 Years of Experience | 20.6% | Average Teacher Absences | 5.7 | | |
| Student Performance for Elementary and Middle Schools (2012-13) | | | | | |
| ELA Performance at levels 3 & 4 | 16.2% | Mathematics Performance at levels 3 & 4 | 28.7% | | |
| Science Performance at levels 3 & 4 (4th Grade) | 93.1% | Science Performance at levels 3 & 4 (8th Grade) | N/A | | |
| Student Performance for High Schools (2011-12) | | | | | |
| ELA Performance at levels 3 & 4 | N/A | Mathematics Performance at levels 3 & 4 | N/A | | |
| Credit Accumulation High Schools Only (2012-13) | | | | | |
| % of 1st year students who earned 10+ credits | N/A | % of 2nd year students who earned 10+ credits | N/A | | |
| % of 3rd year students who earned 10+ credits | N/A | 4 Year Graduation Rate | N/A | | |
| 6 Year Graduation Rate | N/A | | | | |
| Overall NYSED Accountability Status (2012-13) | | | | | |
| Reward | | Recognition | | | |
| In Good Standing | | Local Assistance Plan | | | |
| Focus District | X | Focus School Identified by a Focus District | X | | |
| Priority School | | | | | |

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)

| | | | |
|---|-----|--|-----|
| American Indian or Alaska Native | N/A | Black or African American | Yes |
| Hispanic or Latino | Yes | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | N/A | Multi-Racial | N/A |
| Students with Disabilities | Yes | Limited English Proficient | N/A |
| Economically Disadvantaged | Yes | | |

Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)

| | | | |
|---|-----|--|-----|
| American Indian or Alaska Native | N/A | Black or African American | Yes |
| Hispanic or Latino | Yes | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | N/A | Multi-Racial | N/A |
| Students with Disabilities | Yes | Limited English Proficient | N/A |
| Economically Disadvantaged | Yes | | |

Met Adequate Yearly Progress (AYP) in Science (2011-12)

| | | | |
|---|-----|--|-----|
| American Indian or Alaska Native | N/A | Black or African American | N/A |
| Hispanic or Latino | Yes | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | N/A | Multi-Racial | N/A |
| Students with Disabilities | Yes | Limited English Proficient | N/A |
| Economically Disadvantaged | Yes | | |

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)

| | | | |
|---|-----|--|-----|
| American Indian or Alaska Native | N/A | Black or African American | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | N/A | Multi-Racial | N/A |
| Students with Disabilities | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged | N/A | | |

Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)

| | | | |
|---|-----|--|-----|
| American Indian or Alaska Native | N/A | Black or African American | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | N/A | Multi-Racial | N/A |
| Students with Disabilities | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged | N/A | | |

Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)

| | | | |
|---|-----|--|-----|
| American Indian or Alaska Native | N/A | Black or African American | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | N/A | Multi-Racial | N/A |
| Students with Disabilities | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged | N/A | | |

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

| | | | |
|--|---|-----|----|
| Answer the following questions regarding the 12-13 SCEP | | | |
| Describe the strengths of your school's 12-13 SCEP. | | | |
| The goals and action plans of the 2012-2013 SCEP addressed Citywide Instructional Expectations and identified student need at PS 72. The in-house designed intervisitation program is a strength at PS 72. Teachers are required to visit colleague's classrooms and complete a reflection sheet using the lenses of the NYCDOE Danielson priority competencies. This greatly contributed to the professional development of our staff. The hiring of a staff developer from Creative School Solutions helped us achieve Goal #2. She was instrumental in facilitating the alignment of our curriculum maps to the CCLS and establishing integrated units of study. The staff developer also played a role in the achievement of Goal #5 by providing a series of Saturday Literacy workshops for parents. | | | |
| Describe the areas for improvement in your school's 12-13 SCEP. | | | |
| Although SWD students scored well comparative to our peer schools, the needs of SWD and ELL students continue to be focus. | | | |
| Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP. | | | |
| Shifting the philosophy and approach of instruction from defined content areas to integrated units of study was a challenge based on the fact that it required the most change to effect its implementation. It was an evolution that began with teacher designed units of study with embedded performance tasks as per the Citywide Instructional Expectations, and continued with a transformation in the programming of the school building. Teacher schedules were revised to include Integrated Literacy and Mathematics Blocks that included Science and Social Studies content. Further revision of our curriculum maps also reflected this change in philosophy. | | | |
| Describe the degree to which your school's 12-13 SCEP was successfully implemented. | | | |
| We met each of the five goals we set in our SCEP 12-13, and implemented all aspects of their action plans. | | | |
| Were all the goals within your school's 12-13 SCEP accomplished? | X | Yes | No |
| If all the goals were not accomplished, provide an explanation. | | | |
| | | | |
| Did the identified activities receive the funding necessary to achieve the corresponding goals? | X | Yes | No |

Developing the 2013-14 SCEP

| | | | |
|---|--|--|--|
| Answer the following questions regarding the 13-14 SCEP | | | |
| Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP. | | | |
| Expected challenges exist solely within requirements of implementing the tasks listed in the action plans to achieve the stated goals. Although not directly linked to the SCEP, except through the integrated units of study, the implementation of the new core curriculums, ReadyGEN and Go Math! and revision of practice to combine the units and curriculums has proven to be a challenge. Both curriculums had not been delivered to the school for the first two months of the school year. | | | |
| List the 13-14 student academic achievement targets for the identified sub-groups. | | | |
| By June 2014, 60% of ELL and SWD students will demonstrate progress in comprehending complex text as measured by Fountas and Pinnell independent reading assessments. | | | |
| Describe how the school leader(s) will communicate with school staff and the community. | | | |
| Communication among stake-holders exists on many levels. Daily Announcements are posted daily, Principal's Weekly and monthly parent newsletter distributed. PS 72 maintains a school website that lists special programs, announcements and provides a means of communication through email. There is a news ticker above the main entrance of the building. Communication is also maintained through faculty and student committees, ie. PTA, SLT, Student Council and teacher teams. | | | |
| Describe your theory of action at the core of your school's SCEP. | | | |
| PS 72 is committed to academic excellence by creating highly creative, divergent thinkers through a rigorous and integrated educational experience. All members of the school community will require all the skills necessary to be college and career ready, as well as, successful lifelong learners. Through appropriate instruction and enrichment of innate talents, students will meet high standards and reach their ultimate personal and academic potential. | | | |
| Describe the strategy for executing your theory of action in your school's SCEP. | | | |
| With the implementation of any program and change in policy, we consider the agent's cause, effect and impact on student learning. | | | |
| List the key elements and other unique characteristics of your school's SCEP. | | | |

- We have created a spreadsheet that delineates each teachers HEDI ratings, professional development survey feedback and alignment with professional goals. This guides the differentiation of professional development for our staff.
- The four main content areas have been refigured into Integrated Literacy and Mathematics Blocks. This is reflected in the daily program and curriculum maps.
- We now have total of 215 Imagine Learning licenses, which is an adaptive software program to meet the needs of our ELL and SWD.
- Our Saturday Academy provides additional instruction in Literacy and Mathematics beginning with students who have been identified as at-risk.
- We employ a School-Wide Information System (SWIS) to track trends in student behaviors.
- A series of Literacy workshops will be offered to parents this Spring.

Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.

Progress monitoring will be implemented for each phase of each goal's action plan. Adjustments will be made accordingly.

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

Strengthen teacher pedagogy by using the Danielson Framework for Teaching to plan engaging curricula that meets the needs of all learners to enable all students to produce meaningful work products.

| | | | | | | | |
|---------------------|---------------------------|--------------|------|---------------------|------|---------------------|------------|
| Review Type: | Developing Quality Review | Year: | 2013 | Page Number: | p. 4 | HEDI Rating: | Developing |
|---------------------|---------------------------|--------------|------|---------------------|------|---------------------|------------|

Tenet 2: School Leadership Practices and Decisions

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

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

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, school leaders will provide differentiated professional development for 100% of its teachers, particularly those with a concentration of ELL, SWD and “at-risk” students around the 2013-2014 NYCDOE Framework for Teaching Components, specifically discussion techniques within Component 3b, as evidenced through classroom visits, feedback, and informal and formal observations.

Instructional Strategies/Activities

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

1. Strategies/activities that encompass the needs of identified subgroups

1. All staff members set professional goals that are based on the Danielson rubric. These goals are revisited middle of year and end of year.
2. All teachers conduct at least two collegial intervisitations and complete a reflection sheet. Visits focus on Danielson components.
3. Administration works closely with NYCDOE Talent Coach to norm Danielson component ratings and rationales.
4. Administration tracks teacher component ratings to identify and provide differentiated professional development.
5. Teachers who receive Highly Effective component ratings share best practices in that component to teachers who were rated Ineffective or Developing.
6. Employ Danielson group to provide professional development.

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

1. Immediate supervisors meet with staff members to discuss, confirm and revise professional goals.
2. Teachers meet and intervisit with colleagues.
3. Administration meets with coach, visits classroom and discusses component ratings according to a set schedule. Talent coach provides additional resources to support observation process and Advance.
4. Administration inventories staff professional development needs through surveys and needs identified through classroom observations.
5. Teachers with Highly Effective practices provide “Lunch & Learns” and/or are paired with teachers who have been rated Ineffective and Developing in the respective component.
6. Consultants from the Danielson Group provide professional development for all PK-5 teachers.

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

1. Immediate supervisors meet with staff members three times during the school year to discuss, confirm and revise professional goals. Staff members submit a copy of their professional goals.
2. Teachers meet and intervisit with colleagues, and complete a reflection sheet at least two during the school year. Dates of intervisitations entered on spreadsheet kept by each grade leader.
3. Component ratings are normed with Talent Coach.
4. Administration inventories staff professional development needs via a staff survey and PD reflections. This data and individual component ratings are entered on a spreadsheet.
5. Progress in each component will be monitored through continued entry of component ratings on the staff development spreadsheet.

6. Progress in each component will be monitored through continued entry of component ratings on the staff development spreadsheet.
- 4. Timeline for implementation and completion including start and end dates**
- Immediate supervisors meet with staff members three times during the 2013-2014 school year.
 - Teachers intervisit with colleagues at least two during the 2013-2014 school year.
 - Administration will meet with Talent Coach during the 2013-2014 school year.
 - A staff survey will be conducted in the Fall 2013 and Spring 2014. Ratings for each component will be entered based on the requirements of Observation Option #1 and #2.
 - Collegial professional development will be provided as needed during the 2013-2014 school year.
 - Professional development will be provided from January-June 2014.
- 11. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- No cost is associated with this activity.
 - Professional development of in-classroom support: 4 days x Danielson Group

Budget and Resource Alignment

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

| | | | | | | | | | | | |
|----------|---------------------|----------|-----------------|----------|-----------------|--|------------------|--|------------------|--|---------------|
| X | PF Set Aside | X | Tax Levy | X | Title IA | | Title IIA | | Title III | | Grants |
|----------|---------------------|----------|-----------------|----------|-----------------|--|------------------|--|------------------|--|---------------|

List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

| | | | | | | | |
|----------|---|--|-------------------------|--|--|--|---|
| X | PF AIS | | PF CTE | | PF College & Career Readiness | | PF Common Core |
| | PF ELT | | PF Inquiry Teams | | PF NYS Standards and Assessments | | PF Parent Engagement |
| | PF Positive Behavioral Management Programs | | | | PF RTI | | PF Supporting Great Teachers & Leaders |

Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Enhance the school's revised Common Core Learning Standards-based curriculum by utilizing an integrated approach to design tasks that are engaging and rigorous for students at all levels of achievement.

| | | | | | | | |
|---------------------|---------------------------|--------------|------|---------------------|------|---------------------|------------|
| Review Type: | Developing Quality Review | Year: | 2013 | Page Number: | p. 6 | HEDI Rating: | Proficient |
|---------------------|---------------------------|--------------|------|---------------------|------|---------------------|------------|

Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

| | | | |
|--|----------------------------------|----------|--|
| | 3.2 Enact curriculum | X | 3.3 Units and lesson plans |
| | 3.4 Teacher collaboration | | 3.5 Use of data and action planning |

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, 100% of K-5 pedagogues will implement CCLS aligned units of study with embedded performance tasks utilizing the new core curriculums for Literacy and Mathematics.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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 |
| <ol style="list-style-type: none"> 1. Employ Creative School Services CSS to provide professional development for K-5 pedagogues in designing Integrated Units of Study in Literacy and realign curriculum maps with new core curriculum, ReadyGen. 2. Math Staff Developer turn-keys professional development in Go Math to K-5 pedagogues, and partners with Network 607 staff to creat Math modules and realign curriculum maps according to the CCLS instructional shifts and new core curriculum, Go Math. 3. Train Literacy Intervention Specialists LIS to turn-key professional development provided by Network 607 and CSS. 4. Train Reflective Inquiry Team (vertical team) members to turn-key professiojnal development provided by Network 607 and CSS. |
| B. Key personnel and other resources used to implement each strategy/activity |
| <ol style="list-style-type: none"> 1. Julie Le Guen, CSS and LIS provide grade level professional development in designing Integrated Units of Study in Literacy and realign curriculum maps with new core curriculum, ReadyGen. 2. Math Staff Developer provides professional development during “Lunch & Learns”, workshops, and grade conferences. 3. LIS provides professional development during “Lunch & Learns”, workshops, and grade conferences. 4. Grade leaders and out-of-classroom support staff turn-key professional development and disseminate pertinent information to grade level colleagues. |
| C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity |
| <ol style="list-style-type: none"> 1. We will look at student work using common rubrics and the CAN protocol to monitor student progress and implementation of integrated units. 2. Progress monitoring will occur through the administration of Go Math assessments and performance tasks. 3. Turn-keyed professional development and disseminated information will be reflected in agendas, sign in sheets, minutes and observed classroom instruction. 4. Turn-keyed professional development and disseminated information will be reflected in agendas, sign in sheets, minutes and observed classroom instruction. |
| D. Timeline for implementation and completion including start and end dates |
| <ol style="list-style-type: none"> 6. Professional development will take place during the 2013-2014 school year. 7. Professional development will take place during the 2013-2014 school year. 8. Professional development will take place during the 2013-2014 school year. 9. Professional development will take place during the 2013-2014 school year. 10. Professional development will take place during the 2013-2014 school year. |
| E. Describe programmatic details and resources that will be used to support each instructional strategy/activity |
| <ol style="list-style-type: none"> 1. Professional development for staff: 15 days x 1 CSS staff developer 2. No cost is associated with this activity. 3. No cost is associated with this activity. 4. No cost is associated with this activity. |

Budget and Resource Alignment

| | | | | | | | | | | |
|--|---|--|-------------------------|--|--|----------|---|--|------------------|---------------|
| Indicate using an “X” the fund source(s) that your school is using to support the instructional goal. | | | | | | | | | | |
| X | PF Set Aside | | Tax Levy | | Title IA | | Title IIA | | Title III | Grants |
| List any additional fund sources your school is using to support the instructional goal below. | | | | | | | | | | |
| Indicate using an “X” the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A. | | | | | | | | | | |
| | PF AIS | | PF CTE | | PF College & Career Readiness | X | PF Common Core | | | |
| | PF ELT | | PF Inquiry Teams | | PF NYS Standards and Assessments | | PF Parent Engagement | | | |
| | PF Positive Behavioral Management Programs | | | | PF RTI | | PF Supporting Great Teachers & Leaders | | | |

Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

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

Major Recommendation

| |
|--|
| Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable). |
| Expand the coherence of rigor in instructional practices across content areas to ensure that students develop stamina and apply strategies to comprehend complex texts. |

Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

| | | | |
|--|---|----------|--|
| | 4.2 Instructional practices and strategies | | 4.3 Comprehensive plans for teaching |
| | 4.4 Classroom environment and culture | X | 4.5 Use of data, instructional practices and student learning |

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, 60% of ELL and SWD students will demonstrate progress in comprehending complex text as measured by Fountas and Pinnell independent reading assessments.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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. Provide a Saturday Academy to address the needs of SWD, ELL and at-risk students.
 2. Provide an afterschool AIS program that addresses the needs of at-risk students.
 3. Purchase tablets for SWD.
 4. Purchase Imagine Learning software licenses to be utilized as an intervention for SWD, ELL and at-risk students.
- B. Key personnel and other resources used to implement each strategy/activity**
1. Seven teachers provide differentiated instruction to SWD, ELL and at-risk students.
 2. Four teachers and one supervisor provide differentiated instruction to at-risk students.
 3. Self-contained Special Education teachers will integrate the use of tablets into their delivery of instruction.
 4. Classroom teachers will facilitate the use of Imagine Learning on classroom computers and have access to computer lab.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. Administer baseline, interim and end of term assessments to monitor student progress.
 2. Administer baseline, interim and end of term assessments to monitor student progress.
 3. Look at student work and summative assessments.
 4. Generate Imagine Learning reports to monitor student progress.
- D. Timeline for implementation and completion including start and end dates**
1. Saturday Academy started November 16, 2013 and ends April 5, 2013.
 2. After school AIS program starts January 21, 2014 and ends April 30, 2013.
 3. Tablets will be integrated January-June 2014.
 4. Imagine Learning is provided during the 2013-2014 school year. Purchased licenses are perpetual, or lifetime, licenses.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Saturday Academy: 16 weeks x 7 teachers x 3.5 hours
 2. Afterschool AIS Program: 25 sessions x 4 teachers x 2 hours, 25 sessions x 1 supervisor x 2.5 hours
 3. Supplies for technology purchases.
 4. Software licenses from Imagine Learning: 85 licenses (perpetual)

Budget and Resource Alignment

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

| | | | | | | | | | | | |
|----------|---------------------|--|-----------------|--|-----------------|--|------------------|--|------------------|--|---------------|
| X | PF Set Aside | | Tax Levy | | Title IA | | Title IIA | | Title III | | Grants |
|----------|---------------------|--|-----------------|--|-----------------|--|------------------|--|------------------|--|---------------|

List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

| | | | | | | | |
|----------|---------------|--|-------------------------|--|--|--|-----------------------------|
| X | PF AIS | | PF CTE | | PF College & Career Readiness | | PF Common Core |
| | PF ELT | | PF Inquiry Teams | | PF NYS Standards and Assessments | | PF Parent Engagement |

Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

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

Major Recommendation

| | | | |
|--|-----------------------------|---------------------|-------|
| Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable). | | | |
| Based on the 2013 Learning Environment Survey, a combined percentage of 29% of teacher do not agree that “Order and discipline are maintained at my school. | | | |
| Review Type: | Learning Environment Survey | Year: | 2013 |
| | | Page Number: | p. 14 |
| | | HEDI Rating: | N/A |

Tenet 5: Student Social and Emotional Developmental Health

| | | | |
|--|-------------------------------------|----------|---|
| Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal. | | | |
| | 5.2 Systems and partnerships | | 5.3 Vision for social and emotional developmental health |
| | 5.4 Safety | X | 5.5 Use of data and student needs |

Annual Goal #4

| |
|--|
| Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals. |
| By June 2014, PS 72 will decrease the amount of major incidents reported on SWIS forms filed by 5% as compared to June 2013. |

Instructional Strategies/Activities

| |
|---|
| Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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 |
| <ol style="list-style-type: none"> 1. Provide Character Education program. 2. SWIS forms are completed and entered in SWIS system to track student behaviors. 3. Students are discussed during SIT meetings based on SWIS data. |
| B. Key personnel and other resources used to implement each strategy/activity |
| <ol style="list-style-type: none"> 1. Two cluster teachers will provide classroom instruction and auditorium assemblies to all classes K-5. 2. Character Education teachers enter SWIS data based on reports completed by staff. 3. SIT team members meet to discuss and identify trends in SWIS data. SIT also discusses interventions for specific students identified by SWIS data. Classroom teachers are invited to attend. |
| C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity |
| <ol style="list-style-type: none"> 1. Character Education teachers monitor the collection of SWIS forms. 2. SWIS data reports are generated. 3. SWIS data reports are generated. |
| D. Timeline for implementation and completion including start and end dates |
| <ol style="list-style-type: none"> 1. Character Education teachers serve all classes K-5 during the 2013-2014 school year. 2. SWIS data reports are generated for each SIT meeting during the 2013-2014 school year. 3. SWIS data reports are generated for each SIT meeting during the 2013-2014 school year. |
| E. Describe programmatic details and resources that will be used to support each instructional strategy/activity |
| <ol style="list-style-type: none"> 1. No cost is associated with this activity. 2. No cost is associated with this activity. 3. No cost is associated with this activity. |

Budget and Resource Alignment

| | | | | | | | |
|---|----------|-----------------|----------|-----------------|------------------|------------------|---------------|
| Indicate using an “X” the fund source(s) that your school is using to support the instructional goal. | | | | | | | |
| PF Set Aside | X | Tax Levy | X | Title IA | Title IIA | Title III | Grants |
| List any additional fund sources your school is using to support the instructional goal below. | | | | | | | |

| | | | | | |
|---|---|--|-------------------------|--|---|
| Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. . | | | | | |
| | PF AIS | | PF CTE | | PF College & Career Readiness |
| | PF ELT | | PF Inquiry Teams | | PF NYS Standards and Assessments |
| | PF Positive Behavioral Management Programs | | | | PF RTI |
| | | | | | PF Common Core |
| | | | | | PF Parent Engagement |
| | | | | | PF Supporting Great Teachers & Leaders |

Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Evaluate the school's communication and engagement efforts so that families become more involved partners in order to close the achievement gap.

| | | | | | | | |
|---------------------|----------------|--------------|------|---------------------|------|---------------------|------------|
| Review Type: | Quality Review | Year: | 2012 | Page Number: | p. 5 | HEDI Rating: | Developing |
|---------------------|----------------|--------------|------|---------------------|------|---------------------|------------|

Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

| | | | |
|--|--|----------|-------------------------------------|
| | 6.2 Welcoming environment | X | 6.3 Reciprocal communication |
| | 6.4 Partnerships and responsibilities | | 6.5 Use of data and families |

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, 100% of parents/guardians will receive consistent and relevant information to better meet their children's academic needs, specifically ELL and SWD, and will be invited to attend at least four curriculum workshops addressing the new core curriculum, during the school year.

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

- Maintain school website that contains a parent menu, posting of the weekly PK-2 Word of the Week and the daily Grade 3-5 Word of the Day, news and support specific to parent needs, calendar of events, and class/teacher portals.
- Provide parent workshops through Creative School Services that focus on current curriculums, specifically meeting the needs of SWD and ELL students, and CCLS, and how parents can support this effort at home.
- Continue to distribute mid-marking period Interim Progress Reports that are differentiated to the needs of ELL and SWD students.
- Distribute monthly parent newsletter that contains upcoming events and professional development, highlights current events and includes ways parents can further support their children.

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

- Administration, Parent Coordinator and assigned staff are responsible for the maintenance of the website.
- Julie Le Guen, CSS consultant, and LIS provide Staurday parent workshops.
- Interim Progress Reports will be distributed to classroom teachers based on class roster.

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

- Increased activity on website as exhibited by visit counter.
- Participation will be monitor through attendance sheets and agendas

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

- The school website is maintained during the 2013-2014 school year.
- Parent workshops will be provided on five Saturdays during the Spring 2014.
- Interim Progress Reports are distributed three times, midway through each marking period, during the 2013-2014 school year.

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

- There is no cost associated with this activity.

- 2. Professional development for parents: 5 days x 1 CSS staff developer
- 3. There is no cost associated with this activity.

Budget and Resource Alignment

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

| | | | | | | | | | | | |
|----------|---------------------|--|-----------------|--|-----------------|--|------------------|--|------------------|--|---------------|
| X | PF Set Aside | | Tax Levy | | Title IA | | Title IIA | | Title III | | Grants |
|----------|---------------------|--|-----------------|--|-----------------|--|------------------|--|------------------|--|---------------|

List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

| | | | | | | | |
|--|---|--|-------------------------|--|--|----------|---|
| | PF AIS | | PF CTE | | PF College & Career Readiness | | PF Common Core |
| | PF ELT | | PF Inquiry Teams | | PF NYS Standards and Assessments | X | PF Parent Engagement |
| | PF Positive Behavioral Management Programs | | | | PF RTI | | PF Supporting Great Teachers & Leaders |

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

| Type of Academic Intervention Service (AIS) | Type of Program or strategy (e.g. repeated readings, interactive writings, etc.) | Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.) | When the service is provided (e.g. during the school day, before or after school, etc.) |
|---|--|--|---|
| ELA | <ol style="list-style-type: none"> 1. Foundations 2. Wilson: Just Words 3. Fountas & Pinnell Leveled Literacy Intervention System 4. Program determined by classroom teacher 5. Raz-Kids (software based) 6. Imagine Learning (software based) 7. ESL After School Support Program 8. Gr. K-5 Saturday Academy | <ol style="list-style-type: none"> 1. Small group: pull-out 2. Small group: pull-out 3. Small group: pull-out/push-in 4. Small group: pull-out/push-in 5. One-to-one on computer 6. One-to-one on computer 7. Small group 8. Small group | <ol style="list-style-type: none"> 1. School day 2. School day, Extended Day 3. School day 4. School day 5. School day 6. School day 7. After school program 8. Saturdays |
| Mathematics | <ol style="list-style-type: none"> 1. Marilyn Burns: Do the Math 2. Go Math intervention activities 3. Program determined by classroom teacher 4. ESL After School Support Program 5. Gr. K-5 Saturday Academy | <ol style="list-style-type: none"> 1. Small group: pull-out/push-in 2. Small group: pull-out/push-in 3. Small group: pull-out/push-in 4. Small group 5. Small group | <ol style="list-style-type: none"> 1. School day, Extended Day 2. School day, Extended Day 3. School day 4. After school program 5. Saturdays |
| Science | <ol style="list-style-type: none"> 1. Program determined by classroom teacher 2. Gr. K-5 Saturday Academy | <ol style="list-style-type: none"> 1. Small group: pull-out/push-in 2. Small group | <ol style="list-style-type: none"> 1. School day 2. Saturdays |
| Social Studies | <ol style="list-style-type: none"> 1. Program determined by classroom teacher 2. Gr. K-5 Saturday Academy | <ol style="list-style-type: none"> 1. Small group: pull-out/push-in 2. Small group | <ol style="list-style-type: none"> 1. School day 2. Saturdays |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | <ol style="list-style-type: none"> 1. Guidance Counselor 2. Social Worker | <ol style="list-style-type: none"> 1. One-to-one: pull-out 2. One-to-one, small group: pull-out/push-in | <ol style="list-style-type: none"> 1. School day 2. School day |

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

1. All elements of the *All Title I Schools* section must be completed*.
2. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
3. 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. | | | |
| X | School Wide Program (SWP) | | Targeted Assistance (TA) Schools |
| | | | Non-Title I |

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.

- Candidates are screened and selected from NYCDOE Open Market system.
- A hiring committee is formed with staff and parent representatives, and chaired by the Principal.
- The hiring committee interviews each candidate.
- Candidates do a demo-lesson viewed by the hiring committee.
- The hiring committee rates each candidate based on their responses to interview questions.
- The hiring committee discusses and provides input on each candidate to the Principal.

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).

- Faculty and grade conferences
- On-site PD as needed
- Collegial Intervisitation Program, off-site intervisitations
- Alignment of teacher practice and professional development with Professional Goal Plans
- Differentiated professional development based Advance/Danielson component ratings

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 ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

For students in temporary housing, we set aside \$100 per student from Title 1 money. We are using to buy a clothing package with school logo for each student. Each package contains seven items of clothing and a book bag.

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.).

- Hold tours and open houses
- Distribute Elementary School Directories to families
- Provide information on application process
- Conduct sibling verification

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.

- Collaboration on grade level teacher teams
- Collaboration on Reflective Inquiry Team (vertical team comprised of Grade Leaders and out of classroom support staff)
- Faculty and grade conferences
- School Leadership Team
- Professional Development Team

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).

Parent Involvement Policy (PIP) Template

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
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 8 | Borough Bronx | School Number 72 |
| School Name PS 72 | | |

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 Margarita Colon | Assistant Principal Malcolm McDowell |
| Coach type here | Coach type here |
| ESL Teacher Mrs. Blasone | Guidance Counselor Melissa Beatty |
| Teacher/Subject Area Anthony Mele | Parent type here |
| Teacher/Subject Area Faith Snook | Parent Coordinator type here |
| Related Service Provider type here | Other type here |
| Network Leader(Only if working with the LAP team) type here | Other type here |

C. Teacher Qualifications

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

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

D. Student Demographics

| | | | | | |
|--|------------|----------------------|-----------|---|--------------|
| Total number of students in school (Excluding Pre-K) | 826 | Total number of ELLs | 50 | ELLs as share of total student population (%) | 6.05% |
|--|------------|----------------------|-----------|---|--------------|

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 type="checkbox"/> | No <input checked="" type="checkbox"/> | If yes, indicate language(s): |
| Dual language program | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> | If yes, indicate language(s): |

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

| ELL Program Breakdown | | | | | | | | | | | | | | |
|---|-----------|----------|----------|-----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total # |
| Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small> | | | | | | | | | | | | | | 0 |
| Dual Language <small>(50%:50%)</small> | | | | | | | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| SELECT ONE | 11 | 8 | 8 | 10 | 4 | 9 | | | | | | | | 50 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| Total | 11 | 8 | 8 | 10 | 4 | 9 | 0 | 50 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|--|----|--------------------------------|----|
| All ELLs | 50 | Newcomers (ELLs receiving service 0-3 years) | 41 | ELL Students with Disabilities | 12 |
| SIFE | 2 | ELLs receiving service 4-6 years | 9 | 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 | | | | | | | | | | 0 |
| Dual Language | | | | | | | | | | 0 |
| ESL | 41 | 2 | 6 | 9 | 0 | 6 | | 0 | | 50 |
| Total | 41 | 2 | 6 | 9 | 0 | 6 | 0 | 0 | 0 | 50 |

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 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

*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 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|----|---|---|----|---|---|---|---|---|---|----|----|----|-------|
| Spanish | 9 | 7 | 6 | 7 | 2 | 8 | | | | | | | | 39 |
| Chinese | | | | | 1 | | | | | | | | | 1 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | 1 | | | | | | | | 1 |
| Urdu | | | 1 | 1 | | | | | | | | | | 2 |
| Arabic | 1 | | | 2 | 1 | | | | | | | | | 4 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | 1 | | | | | | | | | | | 1 |
| Other | 1 | 1 | | | | | | | | | | | | 2 |
| TOTAL | 11 | 8 | 8 | 10 | 4 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 50 |

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) | 10 | 1 | 2 | 3 | 3 | | | | | | | | | 19 |

| 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) | 4 | 2 | 2 | 1 | 1 | | | | | | | | | 10 |
| Advanced (A) | 4 | 5 | 4 | 0 | 50 | | | | | | | | | 63 |
| Total | 18 | 8 | 8 | 4 | 54 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 92 |

| 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 | 1 | 0 | 0 | 0 | 1 |
| 4 | 6 | 2 | 0 | 0 | 8 |
| 5 | | | | | 0 |
| 6 | | | | | 0 |
| 7 | | | | | 0 |
| 8 | | | | | 0 |
| NYSAA Bilingual (SWD) | | | | | 0 |

| NYS Math | | | | | | | | | |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 3 | 1 | | 1 | | 0 | | 0 | | 2 |
| 4 | 7 | | 1 | | 0 | | 0 | | 8 |
| 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 | 2 | | 1 | | 4 | | 1 | | 8 |
| 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) | | | | | | | | |
| Chinese Reading Test | | | | | | | | |

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 72 uses the Fountas and Pinnell Benchmark Assessment System tool to measure the students early literacy skills. The data provides insights into the level of reading as well as vocabulary, basic phonics and comprehension level in English. The ELL Periodic Assessment results are utilized to monitor early literacy skills.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
After reviewing the results of the Spring NYSESLAT and administering the LAB-rR. The ESL teacher as well as additional staff members can better plan to meet the needs of the ELLs. In addition the ELL Periodic Assessment will be administered. All these Assessments will help to plan Instruction to meet each students individual needs.
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](#))
After reviewing the data on the State ELA, Math, and NYSESLAT scores, as well as the students baseline in ELA and Math, the Vertical team and Grade Leaders decided to focus on ELLs and SWDs. The goal is to monitor and provide tier instruction. The teachers will provide the extra support in the areas that will meet each students individual need.
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?We do not have a Bilingual class. The school leadership teams will use the Periodic Assessment to drive Instruction. The schools teams monitor the progress of English Language Learners.
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](#).)
All students are given a baseline at the beginning of the year. The teachers will use the progress monitoring to show student growth. All students will receive targeted instructional support through RTI.
6. How do you make sure that a child's second language development is considered in instructional decisions?
The ESL teacher meets with AIS and classroom teachers one afternoon a week to plan appropriate scaffolds during instructional time. ESL strategies are implemented through out the lessons.
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?
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
ELL programs will be evaluated by monitoring student growth. Students should be given a goal of progressing one proficiency level each year on the NYSESLAT. In Listening, Speaking, Reading, and writing. The Data from the inquiry teams will be monitored and used to drive instruction.

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](#).)
To initially identify students who may possibly be ELLs, the following steps are ensured. First, students are registered by the Pupil Personnel Secretary along with the ESL Teacher and a translator when necessary. Parents receive a registration packet which includes a Health form, a Residency Questionnaire, an Ethnic Identification Form, and a Home Language Survey Form (HLIS). The ESL teacher reviews the HLIS Form and has an informal interview with the parents and the new student within ten school days of admission. As the interview takes place and translation is made available, The ESL teacher / coordinator, will gather information to determine the students academic history for proper placement. All HLIS forms are analyzed by the ESL teacher/coordinator to determine whether a child is eligible for LAB-R testing. If eligible, the process is explained to the parent/guardian and the child is administered the LAB-R assessment. This test is given within the first ten days of school. The ESL teacher/coordinator hand scores the test and determines eligibility. The Spanish LAB is administered to the Spanish speaking students whose home language is Spanish and the student tested eligible for ESL .
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.
To ensure that parents are informed of the three program choices we follow the outlined procedure. Those students who were deemed eligible for ELL services based on their LAB-R results (which is administered to new admits with-in the first ten days of admittance) as well as previously assessed ELL's on the NYSESLAT, are offered three program choices for receiving service (Transitional Bilingual, Dual Language and/or Freestanding ESL). A Parent Orientation meeting occurs during the fall registration time, where parents views a video describing the three instructional ELL programs. We also give the parents brochures explaining the three programs. Then the ESL teacher and parent coordinator explain the three program choices offered in New York City Public Schools. Survey and Program Selection Forms are distributed to parents/guardians of the identified students, in their native language. Afterwards, the Parent Survey and Program Selection Forms are completed by parents. Program choices are further explained and assistance is provided. We then open up the meeting for questions. A One on One Parent Orientation meeting is offered throughout the year to accommodate new arrivals/new admits.
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](#)].)
These letters are mailed to those parents who do not attend the parent orientation meeting. The ESL teacher hand delivers forms to parents/guardians during dismissal. In order to ensure that all forms are returned to the school, the ESL teacher provides students with "Bee Buck" incentives to encourage return of the forms. This plan has proved extremely effective. When necessary, the ESL teacher will follow up with a phone call as well as a second mailing of the parent survey/selection form. If there are any forms not returned, the parents are sent a final notice in both English and their native language informing them that their child will be placed in a Transitional Bilingual class if there is no selection made. This letter is sent home, certified mail.
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.
The criteria used and the procedures followed to place identified ELL students in a Bilingual or ESL or Dual Language Program are as follows. After reviewing parent choice forms we align our programs to the parent requests. If enough parents select the same program as their first choice on the selection forms, we must open that type of program. Fifteen students on any two contiguous grades are needed to satisfy this requirement. Parents will conference with the Principal and/or Assistant Principals to discuss what would be the best for their child. Parents would be provided a translator whenever necessary. Parents would be encouraged to make a choice and keep their child in that language program for a minimum of three years. Parent choice is then indicated in ATS, and letters are logged.
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.
The ESL teacher creates a schedule to adminster the NYSESLAT. The classroom teachers of ELLs exchange students to administer the speaking portion individually to the ELLs. The ESL teacher schedules by grade bands to administer the Listening, Reading and Writing sections during the testing period.
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. ①

After reviewing the Parent Choice Forms we have noted that the majority of our parents have opted to choose the free standing ESL program. The parents want their children to be immersed in the English Language and believe that ESL is the best program to foster this. They are made aware that we use both, the Push-In/ Pull-out model for ESL. We have noted that approximately 90% of the eligible parents have selected ESL as their first choice. The remaining 10% of parents have chosen Dual Language as their first choice and Bilingual as their 3rd choice. . The ESL program model offered at PS 72 is directly aligned with parent requests noted on the Parent Survey and Program Selection form. Parents prefer that their child be placed in an all English class while receiving Push-In / Pull-out Support from the ESL teacher. These children are also offered AIS. The ESL teacher mainstreams the students with disabilities into the general education groups.

Part V: ELL Programming

A. Programming and Scheduling Information

4. 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])?
- 1a. PS 72 has a Push In / Pull out ESL program currently servicing 50 ELL students in grades Kindergarten through grade Five. Our ESL program supports students from all multicultural facets.
- 1b. Our mandated services are provided as a Pull out for our Kindergartens and our First Grade students. Our second grade and third grade students in the general Ed. are part of our Push in model. Our Self contained and CTT second and third grade ELLs are part of our ESL Pull Out group. The fourth and fifth grade ELLs are pulled out by their ESL LAT Level. aste
response to questions here:
5. 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)?

The ESL teacher provides the fully mandated minutes of instruction for the majority of the students. All the ELLs are receiving ESL instruction through AIS and the ESL teacher. In addition, we provide the students with Technical support with a computer Program called Imagine Learning. This educational software was developed to support ELLs. We also offer a computer program called RAZ KIDS. This is a leveled reading program. Currently, we are in the process of hiring an additional ESL teacher to comply with the ESL mandated minutes. Since 360/180 minutes are mandated, ELL students are also supported by AIS. We are also currently looking for an ESL teacher.

6. 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.

The ESL teacher as well as the classroom teachers of ELLs have incorporated ESL strategies into their daily teaching and lesson planning. Here at PS 72 we have designed our instruction around the Workshop Model. Our teachers are using the Common Core Standards aligned Ready Gen Reading Program. We use the architect of a mini-lesson to craft their instruction and provide whole class instruction, followed by small group targeted instruction. A summary of instruction is done during a whole class share. This model of instruction provides structure for all of our students, but more specifically it helps us to support our ELL learners. The ESL teacher supports the ELLs in all content areas. She provides differentiated instruction based on language needs. Classroom teachers have embraced the Whole Language Approach for instruction in literacy. This approach supports all students in developing their listening, speaking, reading and writing skills. The ESL teacher works with the ELLs in these areas by using Scaffolding Strategies that assists the ELLs in building comprehension and mastery of subject matter. The students read independently to increase stamina and fluency during the allotted period of 100 Book Challenge. The Fountas and Pinnell Assessments help guide the teacher to drive Instruction on each students appropriate reading level which is another support from which the ELL students benefit. We have put in place professional development to support our teachers in using the total physical response (TPR) and more concrete teaching tools, such as photographs, picture cards, Tier 1, Tier2, Tier3, Word Walls. Also, the use of SMART boards to help with additional visuals. In math we use the new Go Math curriculum to instruct in mathematics. Our classroom teachers provide support for ELL students by using visual representations and hands-on manipulatives to make an abstract concept more concrete. . This math intervention is found to be very successful with our students. It also teaches with the hands-on approach. Many Tier 3 words are supporting the ELLs in the content area. In all academic areas we are conscious of the vocabulary that we teach our students, especially with our ELL population.. The classrooms have a print rich environment where objects in the rooms are all labeled. Teachers in grades K-2 use the Foundations Curriculum to build phonemic awareness as well as building a foundation for reading and writing. This program has supported our early emergent readers, our students with special needs and our English language learners. It especially supports our SIFE population. Our Longterm ELLs are included in our Wilson, Just words his is taught by our AIS teachers. . As for Social Studies and Science, they are taught as interdisciplinary subjects to literacy and math. We incorporate non-fiction reading into our literacy instruction. We apply all of our ESL teaching strategies to these subjects as well. Our teachers use Interim Progress monitoring to assess all of our students. The teachers are particularly aware of the needs of our students of the ELLs and SWDs.

7. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Since we currently do not have a Bilingual class, we do not evaluate our ELLs in their Native Language. We do however,

Administer the Spanish LAB, one time when the Spanish ELLs are first identified and tested with the LAB-R. During instructional time we support our students in their native language by offering content area instructional books, when available, as well as the English version. We also have a Library of books to read for pleasure on all reading levels.

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

We ensure that ELLs are appropriately evaluated in all four modalities of English Acquisition through out the year. We administer The Periodic Assessment in the Fall and the Spring. On a daily to weekly basis, we evaluate thru conferencing notes, group discussions, and the Turn and Talks. The teacher listens in on the conversations and documents responses. When students read and use questioning, they record their responses on Post-it notes. Also, through group shares, Read Alouds, Wrting, and Graphic Organizers.

9. 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).

6a. SIFE students are instructed using the Foundations and Wilson, Just Words, with the ESL teacher and via the AIS Pull out teachers.

6b. Newcomers are also instructed using the Foundations with the ESL teacher and via the AIS Pull out teachers.

6c. ELLs who are receiving services for 4 to 6 years are provided additional instruction through Wilson Just Words, from the AIS team.

6d. Our Long Term ELLs are also invited to participate in the Wilson, Just Words Phonics Program. They continue to get Technical Support through the Imagine Learning Program. They also, use a computer Program RAZ-KIDS. This is a leveled reading computer program. It can also be used at home so parents can see their childs work and current reading level. They are also invited to our schools Saturday Program and ESL After School Program.

6e. Former ELLs in years one and two continue to receive modifications for ELLs on State Exams. The ESL teacher continues to monitor their performance by conferencing with their current teachers. They are still invited to the ESL After-School Programs if they need the extra support. They also can continue to participate in the Imagine Learning computer program and after school/Saturday program. Paste response to questions here:

10. 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?

.A variety of Instructional Strategies are used that support and scaffold the academic content and language for the students with SWDs , helping them understand and have access to the content areas and accelerate their English language development. The teacher works with the students in small groups to target reading comprehension skills, inferencing, critical thinking, building vocabulary and developing their writing skills. This is done through read alouds, shared reading, guiding reading and interactive writing. During math, all students use manipulatives, as well as an interactive Word Wall and flash cards to teach math vocabulary. Counting charts and the smartboard is also used to display visuals. Paste response to question here:

11. 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?

The school highlights ELL strategies within the ELA and Math curriculum to support English acquisition. Teachers implement through intruactional planning. Grade Leaders meet weekly on a Vertical team along with the ESL,AIS and SETS teachers to discuss all students progress. The team discusses different approaches to modify instruction, to meet the needs of their students. ELL-SWDs performance and instructional needs are monitored by the classroom teachers and the IEP team.

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 |
|--------------------|----------------------------|--------------------|----------------------------|
|--------------------|----------------------------|--------------------|----------------------------|

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

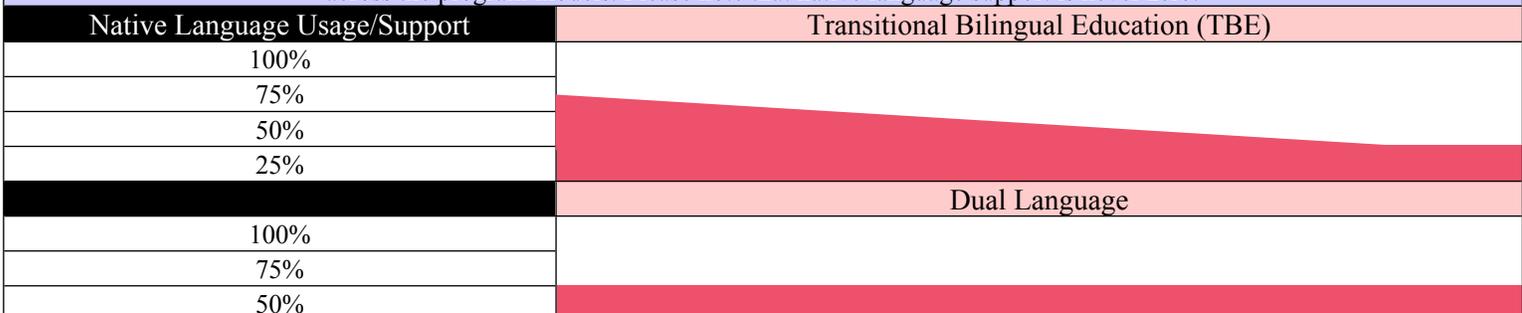
| | Beginning | Intermediate | Advanced |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |
| FOR TBE /DL PROGRAMS: 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 |
| FOR TBE /DL PROGRAMS: Native Language Arts | 45 minutes per day | 45 minutes per day | 45 minutes per day |

Native Language Usage and Supports

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



| | | | |
|--|------------------|--------------|----------|
| 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

12. 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.

Our English Language Learners receive Academic Intervention Services based on need. AIS is also provided as a pull out service.

AIS providers push into classes and pull out small groups. They work with students in small groups based on results of the ELA, Math and on going teacher assessments. Since our ELLs are grouped heterogeniously, we have all the subgroups together in mixed classes. All the ELLs are provided with AIS service in these classrooms. Students are also afforded the opportunity to take part in the ESL After School Program, which prepares them for the NYSESLAT as well as to become more proficient in the English Language. Additionally, a computer based program has been purchased, that teaches students the essential skills and strategies required for reading success. Native language support is given in the form of resources and materials. We have books in the native language of the students in the classrooms and libraries. We also have the program, Imagine Learning English, which is currently being used as an intervention, during the regular school day, as well as during the 37.5 minute .This computer program is especially beneficial to SIFE students as it introduces itself in the students first language, when available. (It is offered in several languages.) It teaches early literacy skills such as letter recognition, phonics, reading comprehension and vocabulary skills. This year we will be offering after school time on Imagine Learning English . This program starts the beginner ELL's in their first language,the children are building confidence as they are introduced to english skills at their individual pace.This program is offered to the entire ELL population, K through fifth. The incoming non-English speaking ELL's learn to adapt more when given the opportunity to go on the computer. All the required services support, and the resources correspond to our ELLs' ages and grade levels. We do not have any activites for newly enrolled ELLs prior to the beginning of the school year. There are no language electives offered to our ELLs.

All of our transitional ELLs who have reached proficiency on the NYSESLAT are still supported by the ESL teacher when she pushes into their classes. She will work with them in their small groups. They are also given AIS services by the providers. All ELLs continue to get accomodations on State tests.

All our ELLs have access to all of our school programs. OST (Out of School Time) which is housed at PS 72 offers homework help, as well as recreational time for any child whose parent has requested the after school care. This program offers dramatic experiences for the students to engage in and other family based events.

This year, our parent coordinator has continued to offer many workshops and activities for students, including but not limited to our ELL population, to participate in (i.e. - Book Club, story night, and Curriculum Fairs). We have implemented a school chorus for upper grade students. Students auditioned to be part of the chorus if they were interested in joining this extracurricular group.We also have a school band.

Additional Support services provided to LEP students: LEP students that are in place in our school receive Academic Intervention Services (AIS), Extended Day Services (37.5 min.). We offered a Title III ESL After School Support Program. .

13. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

This is the year of transition. PS 72 has implemented a new curriculum throughtout all grades. ReadyGen has been implemented in grades K-5. ReadyGen offers support in order to scaffold information for ELLs. The program offers opportunities to reinforce material during small group instruction. ReadyGen also provides explicit and systematic phonics and word study. The classroom teachers and ESL teacher will work together with the Literacy Coach to ensure the new curriculum is supporting our ELLs. Additional scaffold and support will be put in place such as the Foundations Phonics Program and Imagine Learning Technical Support Program.

14. What new programs or improvements will be considered for the upcoming school year?

Foundations Phonics Program, Imagine Learning Technical Support Program, Wilson/Just Words Phonics for older students.

15. What programs/services for ELLs will be discontinued and why?

None

16. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs are included in all programs. PS 72 offers OST, which is a private program that keeps students until 6pm, offering homework help and recreational time. It is offered on a first come first serve basis.

17. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
Imagine Learning, Raz Kids, Smartboards, and Tier Word Walls, and bilingual picture dictionaries..
18. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
,Since we currently do not have a Bilingual class or Dual Language class, we do not evaluate our ELLs in their Native Language . We do however, Administer the Spanish LAB, one time, when the Spanish ELLs are first identified and tested with the LAB-R. During instructional time we support our students in their native language by offering content area instructional books as well as the English version, when available. We also have a Library of books to read for pleasure on all reading levels.
19. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
We ensure that ELLs are appropriately evaluated in all four modalities of English Acquisition throughout the year. We administer The Periodic Assessment in the Fall and the Spring We use the results to prepare future lessons. On a daily to weekly basis, we evaluate through conferencing notes, group discussions, Turn and Talks, and students post-it notes. Also, through group shares, Read Alouds, Writing, and Graphic Organizers. The Fountas and Pinnell reading leveled books help support the student learning.
20. 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.
PS 72 does not offer activities to newly enrolled ELL students before the beginning of the year. Students and parents are supported through translated materials such as the PS 72 school handbook. The students may continue to use the technical support RAZ Kids at home.
21. What language electives are offered to ELLs?
None
22. 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)?

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.

ESL teachers will attend ELL meetings offered by the Network, in addition the ESL teacher will attend other workshops and programs offered by the Office of English Language Learners throughout the school year. She will Turn Key information to other staff members. In addition, Classroom teachers, Subject Area Teachers and Special Education Teachers will be offered Professional Development during the Chancellor's Conference Days and/or any additional Professional Development days. All staff have participated in extensive professional development in the Danielson Rubric and integrating the CCLS and shifts in instruction. Network staff also provide support at the school level.

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?

Parents of ELL students are invited to Parent Orientations. New ELLs are arriving through the school year, therefore, it has become necessary to consistently invite new parents, as to keep them informed of their choices. The session is conducted by the ESL teacher. At this Orientation the ESL teacher gives an overview of the services she provides through the ESL program. The workshop is also translated into their native language. A video is shown which explains the various programs offered throughout the New York City Department of Education for both bilingual and ESL students. Following the video the parents are supported in filling out a Parent Survey and Program Selection Form. As we are committed to making this a partnership with our parents, the ESL teacher clarifies any questions the parents may have. Workshops are provided as the NYSESLAT testing dates approach to support parents in better understanding this process. The Parent Coordinator participates in the session welcoming and offering assistance with any questions the parents may have. We all play a role in informing the parents of other workshops that are being offered at our school. We also make sure monthly PTA letters go home in the appropriate language. "We Are NY" is a Mayor's Program the school offers to parents which teaches Adult ESL and Conversational English.

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: Public School 72

School DBN: 08X072

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|------------------|----------------------|-----------|-----------------|
| Margarita Colón | Principal | | 1/28/14 |
| Malcolm McDowell | Assistant Principal | | 1/28/14 |
| Veronica Brugman | Parent Coordinator | | 1/28/14 |
| Patricia Blasone | ESL Teacher | | 1/28/14 |
| | Parent | | 1/1/01 |
| Anthony Mele | Teacher/Subject Area | | 1/28/14 |
| Faith Snook | Teacher/Subject Area | | 1/28/14 |
| | Coach | | 1/1/01 |
| | Coach | | 1/1/01 |
| Melissa Beatty | Guidance Counselor | | 1/28/14 |
| | Network Leader | | 1/1/01 |
| | Other | | 1/1/01 |

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **08X072** School Name: **Public School 72**

Cluster: **6** Network: **607**

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

Part A: Needs Assessment Findings

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

The initial analysis of the Home Language Survey provides us an opportunity to review the language needs of enrolling students. P.S. 72 studies the school demographic and students ethnic backgrounds.

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

The following is a list of the languages spoken, and numbers of students for each, at PS 72 as indicated on the Home Language Survey:

Albanian (4)
Arabic (6)
Bengali (8)
Chinese Dialect (2)
Chinese, Any (8)
English (703)
French-Haitian Creole (1)
Ga (1)
Haitian Creole (1)
Macedonian (1)
Marathi (1)
Nahauatl (1)

Philipino (Tagalog) (1)
Portuguese (2)
Spanish (169)
Twi (2)
Ukrainian (1)
Urdu (1)
Vietnamese (2)
Yoruba (2)

The number of report cards translated into a language other than English is 133. These findings have been shared with the School Leadership Team, and copies of the SCEP are available for staff perusal in the Main Office.

Part B: Strategies and Activities

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

To guarantee delivery of information, written translation of parent letters and other vital documents are done in-house by a bilingual parent coordinator, paraprofessional and/or teacher. If necessary to provide information in languages other than English and Spanish, we contact the office of Translation and Interpretation through the Department of Education. We ensure that these documents are submitted to this office at least two weeks in advance of date of distribution.

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.

In house oral interpretation is provided by the staff during parent conferences as well as on Parent Teacher Conferences. Parents also receive written notification in their native language when necessary. The need for oral interpretation during PTA meetings and Parent Workshops has increased. Staff members are hired to be available to assist with translation during Parent Teacher Conferences. The Principal of P.S. 72 is bilingual, as is the Parent Coordinator; therefore they are able to conduct parent conferences in Spanish when necessary. There are some staff members who are bilingual and are able to conduct translation services as they are needed.

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>.

When necessary to provide information in languages other than English and Spanish, we contact the office of Translation and Interpretation through the Department of Education We ensure that these documents are submitted to this office at least two weeks in advance of date of distribution.

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 or contact your ELL Compliance and Performance Specialist.

| Part A: School Information | |
|--|-----------------------------|
| Name of School: Dr. William P. Dorney | DBN: 08X072 |
| Cluster Leader: Jose Ruiz | Network Leader: Elmer Myers |
| 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: 47 Grades to be served by this program (check all that apply): <input 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: 3 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 2 |

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: The ESL After-School Support Program

The ESL After School Support Program is offered to all ELL students in grades 1-5. The goal of the program is to prepare students to achieve English proficiency. Based on the NYSESLAT results from the Spring of 2012 and ELA test, our ELLs are struggling with reading and writing. Therefore, the instructional focus of the afterschool program will be to build comprehension skills and vocabulary. All of the beginner, intermediate and advance level ELLs are invited to attend. Teachers will differentiate by flexible grouping. Depending on the ELA and NYSESLAT levels of the students, we will group them accordingly. A component to the program will be to accelerate their English acquisition in the four modalities: listening, speaking, reading, and writing. We will use the NYSESLAT test prep materials from Continental Press, New York Ready Practice and Instruction and Getting Ready for the NYSESLAT to support with building their language and literacy skills. In addition, these materials will help prepare them for the test. The program duration is as follows; Mondays, Wednesdays and Thursdays from 3:45 – 5:15 pm, starting January 7, and ending April 11, 2013. The ESL teacher will teach with 2 common branch teachers or content area teacher who are participating in the program. A supervisor will assume responsibility for the overall program. The supervisor will assist teachers in the implementations of Test Prep Strategies. The supervisor will be responsible to communicate formally and informally with parents. The supervisor oversees appropriate records, including attendance. [REDACTED]

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: At no cost to Title III, teachers will engage in the following professional development:

PD Sessions through Wilson's Foundations literacy resources, which are conducted by outside consultants, and tailored specifically for K-2 teachers and 3-5 teachers. Teachers receive professional development in literacy instruction with scaffolding strategies for ELLs. This program incorporates best practices in ESL strategies. Oral language development, language acquisition approaches and questioning techniques are focused on during these Professional trainings. These workshops are offered on a regular basis beginning in November and running throughout the school year (dates are assigned based on consultant availability). [REDACTED]

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: At no cost to Title III, the following activities are offered to parents of ELLs:

Veronica Brugman, the Parent Coordinator offers an ESL Adult class to the parents of ELLs. These are offered once a week on Wednesdays, from 4pm-6pm. The program runs during the entire school year for six week sessions at a time. Parents are invited via a flyer, emails and announced in meetings, translated in the preferred language of the parent.?????

Part E: Budget

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

Allocation Amount: \$11200

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|---|-----------------|--|
| Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem | \$7500.00 | \$7500.00 in per session will be used to pay 3 teachers. |
| Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. | | |
| Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. | \$3700.00 | \$2700.00 will be used to purchase Student booklets from Continental Press, New York Ready Practice and Instruction, and Getting Ready for the NYSESLAT. |
| Educational Software (Object Code 199) | | |
| Travel | | |

Part E: Budget

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

Allocation Amount: \$11200

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|-----------------|-----------------|---|
| Other | | |
| TOTAL | \$11,200. | |