



**FRANK SANSIVIERI IS 73Q**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: 24Q073**  
**ADDRESS: 70-02 54 AVENUE, MASPETH, NY 11378**  
**TELEPHONE: (718) 639-3817**  
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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** IS 73      **SCHOOL NAME:** Frank Sansivieri Intermediate School

**SCHOOL ADDRESS:** 70-02 54<sup>th</sup> Avenue, Maspeth, NY 11378

**SCHOOL TELEPHONE:** (718) 639-3817      **FAX:** (718) 429-5162

**SCHOOL CONTACT PERSON:** Camillo Turriciano      **EMAIL ADDRESS:** Cturric  
@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Michael Casale

**PRINCIPAL:** Camillo Turriciano

**UFT CHAPTER LEADER:** Catherine Pagan

**PARENTS' ASSOCIATION PRESIDENT:** Jo Ann Berger

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 24      **CHILDREN FIRST NETWORK (CFN):** CFN 208

**NETWORK LEADER:** John O' Mahoney

**SUPERINTENDENT:** Madeline Chan

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Camillo Turriciano	*Principal or Designee	
Cathy Pagan	*UFT Chapter Chairperson or Designee	
Jo Ann Berger	*PA/PTA President or Designated Co-President	
Gerry Caruana	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	
	Member/Parent (PA Co-Pres)	
Susan Yanez	Member/Parent	
Gayle Lupo	Member/Parent	
Genevieve Fricano	Member/Parent	
Susan Barrese	Member/Parent	
Lori Schlachter	Member/Parent	
Danielle Livingston	Member/Teacher	
Bari Schwartz	Member/Teacher	
Michael Casale	Assistant Principal	

\* Core (mandatory) SLT members.

## **SECTION III: SCHOOL PROFILE**

### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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Frank Sansivieri, I.S. 73Q, is located in Maspeth, Queens, New York. It is a middle school with a population of 1,523 children; consisting of sixth, seventh and eighth grade students. We are a diverse school community that is divided into four small learning communities called academies. Each academy is dedicated to promoting academic rigor in the Core Curriculum (English Language Arts, Mathematics, Social Studies, and Science). The five academies are: Bradbury Academy, Carnegie Academy, Newbery Academy, and Pulitzer Academy. Each of these academies serves as a smaller school within our building to help create and foster a nurturing community environment for each of the students that it houses. We have done this by assigning each its own assistant principal, dean, guidance counselor, and staff of teachers. Each academy is geographically located to a specific area of the building and has its own lunch and assembly periods. In order to further guide the sixth grade students through the middle school process, this population has been grouped into an independent lunch period.

I.S. 73's primary goal is to serve the needs of the students in a way that supports their academic success. We believe the level of support we provide students has a direct impact on their ability to succeed. We believe it is our role to provide students with high expectations, as well as the materials and instruction they need to meet those expectations. Our strategic partnership with the Association for Supervision and Curriculum Development (ASCD), allows us to provide teachers with the instructional tools and strategies to meet the needs of a wide-spectrum of learners. As a result of this partnership, ASCD has celebrated the achievements of our teachers by filming classrooms and including this footage in educational videos. In addition, several teachers submitted workshop proposals which were accepted by ASCD and presented at national and regional ASCD conferences.

We aim to support student achievement through a New York State Standards – based curriculum. Through this curriculum, students are provided with the educational opportunities they need to meet the requirements of New York State assessments, administered in the 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade in English Language Arts and Mathematics, as well as 8<sup>th</sup> grade Science and Social Studies. We ensure that all learners are provided with the access and opportunity to participate in our curriculum.

In addition to our role as educators, we take seriously our responsibility to create an environment where students are able to grow as responsible young adults. We provide students with instruction in conflict resolution, decision making and communication skills. We provide opportunities for students to reflect on their choices. We seek opportunities to help students participate in a caring community. We regularly celebrate our students' efforts. Our partnership with the Educators for Social Responsibility (ESR), allows our staff to deepen their understanding of how school culture can be crafted to support our students as they face the many challenges of life in a modern, urban society which is culturally-diverse, and often poverty-stricken. ESR also provides our staff with the strategies we need to meet this responsibility.

We understand that our students' success is dependent on the partnership we share with their families. We are able to further develop this partnership with I.S. 73 families by providing services and opportunities that address the academic, social and health needs of the community by establishing partnerships with several organizations. These partnerships include:

- New York Cares (Winter Wishes)
- Kiwanis Club (Law Day)
- Builders Club (Student Volunteers)
- St. Jude's Children Hospital
- Pi Day
- Arts Counts
- Department of Transportation Calendar Contest
- St. John's Hoops for the Stars
- Row New York
- Scripps National Spelling Bee
  
- Learning Leaders
- Parent Workshops:
  - 104 Precinct
  - NYC Fire Department
  - Elmhurst Hospital
  - Cornell University
  - Office of NYS Attorney General

In addition to the above mentioned collaborations I.S. 73 has developed a partnership with Maspeth Town Hall. Maspeth Town Hall, now in its sixth year, is an after school program (2:20 pm - 5:00 pm) that is housed within I.S. 73 and offers a variety of structured activities at the school as well as in outside community affiliated centers. These activities include:

- Homework Help
- Art classes
- Flag Football
- Aviation Club
- Basketball
- Softball
- Soccer
- Martial Arts
- Cosmetology
- Dance

## **School Vision**

Middle-school students' success increasingly depends on the choices *they* make, as opposed to the choices that are made *for* them by parents and teachers. As such, our vision for 73 is to create a school environment where students are encouraged to make positive choices both academically and behaviorally. Our efforts to create such an environment are measured by our students' behavior, and their ability to succeed as students and members of a community

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	Frank Sansivieri Intermediate School 73				
<b>District:</b>	24	<b>DBN #:</b>	24Q073	<b>School BEDS Code:</b>	3424000100073

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					94.4	95.1	TB D		
Kindergarten									
Grade 1				<b>Student Stability: % of Enrollment</b>					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					93.8	95.4	TBD		
Grade 4									
Grade 5				<b>Poverty Rate: % of Enrollment</b>					
Grade 6	351	347	355	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	655	678	587		67.6	68.6	TBD		
Grade 8	650	659	710						
Grade 9				<b>Students in Temporary Housing: Total Number</b>					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					4	20	TBD		
Grade 12									
Ungraded				<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	1676	1694	1661		90	72	56		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	62	67	56	Principal Suspensions	382	263	TBD		
No. in Collaborative Team Teaching (CTT) Classes	55	74	78	Superintendent Suspensions	32	44	TBD		
Number all others	57	73	77						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b> (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	14	0	0	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	262	244	281	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	35	46	79	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	122	114	104
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	23	23	23
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	8	11	TBD
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	99.1	TBD
American Indian or Alaska Native	.1	.2	.1	Percent more than two years teaching in this school	66.4	74.6	TBD
Black or African American	1.6	1.1	1.1	Percent more than five years teaching anywhere	51.6	55.3	TBD
Hispanic or Latino	60.7	59.7	62.1				
Asian or Native Hawaiian/Other Pacific Isl.	26.1	27.4	26.5	Percent Masters Degree or higher	89.0	91.0	TBD
White	11.6	11.5	10.2	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	97.9	96.6	TBD
Multi-racial	n/a	n/a	n/a				
<b>Male</b>	52.3	48.9	49.6				
<b>Female</b>	47.7	51.1	50.4				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>	

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>		<u>Category (Check ✓)</u>		
		Basic	Focused	Comprehensive
In Good Standing (IGS)	X			
Improvement (year 1)				
Improvement (year 2)				
Corrective Action (year 1)				
Corrective Action (year 2)				
Restructuring (year 1)				
Restructuring (year 2)				
Restructuring (Advanced)				

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:		ELA:	
	Math:		Math:	
	Science:		Grad. Rate:	

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
<b>All Students</b>	√	√	√				
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	√	√					
White	√	√					
Multiracial							
<b>Other Groups</b>							
Students with Disabilities	X	√					
Limited English Proficient	X	√					
Economically Disadvantaged	√	√					
<b>Student groups making AYP in each subject</b>	5	7	1				

### Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

*Note: NCLB/SED accountability reports are not available for District 75 schools.*

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

\*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	N/A
Overall Score	89.7	Quality Statement Scores:	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	N/A
School Environment (Comprises 15% of the Overall Score)	6.5	Quality Statement 2: Plan and Set Goals	N/A
School Performance (Comprises 25% of the Overall Score)	23.6	Quality Statement 3: Align Instructional Strategy to Goals	N/A
Student Progress (Comprises 60% of the Overall Score)	49.1	Quality Statement 4: Align Capacity Building to Goals	N/A
Additional Credit	10.5	Quality Statement 5: Monitor and Revise	N/A
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

### Progress Report Results – 2009-2010

Overall Letter Grade	A
Overall Score	89.7
<b>Category Scores:</b>	
School Environment (Comprises 15% of the Overall Score)	6.5
School Performance (Comprises 25% of the Overall Score)	23.6
Student Progress (Comprises 60% of the Overall Score)	49.1
Additional Credit	10.5
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>	

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
  - What have been the greatest accomplishments over the last couple of years?
  - What are the most significant aids or barriers to the school's continuous improvement?
- 

### I.S. 73 Status for 2010-2011: GOOD STANDING

AYP 2006-2007: NO  
AYP 2007-2008: YES  
AYP 2008-2009: YES  
AYP 2009-2010: NO

### Student Performance Trends: ELA

ELA All Students

New York State English Language Arts Achievement

level 3 and  
above

		grade 6		grade 7		grade8	
		#	%	#	%	#	%
2008		348	49	637	66	636	45
2009		345	74	659	81	646	64
2010		339	45	579	47	691	51

ELA SWDs

level 3 and above (students w/disabilities)

		grade 6		grade 7		grade8	
		#	%	#	%	#	%
2008		54	9	73	25	55	5
2009		53	32	82	43	79	16
2010		46	4	83	7	83	17

## ELA ELLs

level 3 and above (limited english proficient)

	grade 6		grade 7		grade8	
	#	%	#	%	#	%
2008	79	15	101	19	87	6
2009	92	40	68	25	99	12
2010	79	4	89	3	75	4

### Performance Trends and Accomplishments

- ELA All Students: From 2008 to 2009 all students, including SWDs and ELLs increased in their performance on the New York State English Language Arts Achievement Test.
- ELA All Students: From 2009 to 2010
  - 6<sup>th</sup> Grade decreased by 29%
  - 7<sup>th</sup> Grade decreased by 34%
  - 8<sup>th</sup> Grade decreased by 13%
- ELA SWDs
  - 6<sup>th</sup> Grade decreased by 28%
  - 7<sup>th</sup> Grade decreased by 36%
  - 8<sup>th</sup> Grade decreased by 1%
- ELA ELLs
  - 6<sup>th</sup> Grade decreased by 36%
  - 7<sup>th</sup> Grade decreased by 22%
  - 8<sup>th</sup> Grade decreased by 8%

In 2009, 0.5% of the school's population scored a level 1 on the NYS ELA exam. In 2010, 11% of the school's population scored a level 1 on the NYS ELA exam. 40.7% of students that are ELLs and 37.7% of students with disabilities scored a level 1 on the 2010 NYS ELA exam. The performance outcomes for these two subgroups, therefore, have resulted in the school not making AYP in ELA for the 2009-2010 school year.

In addition to the increase in the percentage of level 1 students in ELA, ELLs scoring at proficiency on the NYSESLAT exam decreased 13%, from 29.4% of ELL students scoring at proficiency in 2009 to only 16.4% of ELL students scoring at proficiency in 2010.

### Barriers to Improvement

Although a barrier to ELL student achievement in ELA is the length of the language acquisition process, the data suggests that student performance can be directly linked to a variety of factors. Currently, for the 2010-2011 school year, 20% of the school's population consists of ELLs and 13.8% of the schools population consists of students with disabilities. 25.9% of the school's ELLs are students that also have disabilities. In addition, 47.3% of the ELLs are students that have 3 or less years in the country. 11.8% of the ELLs are students with interrupted formal education (SIFE). All of

these factors, the amount of time living in the country, interrupted formal education, and having disabilities that affect the overall educational process (other than language acquisition), have contributed to low student performance on the 2010 NYS ELA exam.

A number of programs and strategies to address the needs of these learners, who are within themselves a diverse group, will be implemented during the 2010-2011 school year.

**Student Performance Trends: Science**

Science All Students  
level 3 and  
above

	grade8	
	#	%
2008	651	66
2009	651	66
2010	616	78

Science SWDs

level 3 and  
above (students w/disabilities)

	grade8	
	#	%
2008	46	24
2009	70	20
2010	74	30

Science ELLs

level 3 and  
above (limited english proficient)

	grade8	
	#	%
2008	115	33
2009	110	29
2010	96	30

## Performance Trends and Accomplishments

- 2008 to 2009
  - All students, including SWDs and ELLs: results remained the same.
  - SWDs: decreased by 4%
  - ELLs: decreased by 4%
  
- 2009 to 2010
  - All students, including SWDs and ELLs: increased by 12%
  - SWDs: increased by 10%
  - ELLs: increased by 1%

### Student Performance Trends: Social Studies

#### Social Studies All Students

level 3 and  
above

	grade8	
	#	%
2008	606	66
2009	650	54
2010	691	70

#### Social Studies SWDs

level 3 and  
above (students w/disabilities)

	grade8	
	#	%
2008	46	30
2009	70	16
2010	78	32

#### Social Studies ELLs

level 3 and  
above (limited english proficient)

	grade8	
	#	%
2008		
2009	111	15
2010	93	76

## Performance Trends and Accomplishments

- 2008 to 2009
  - All students, including SWDs and ELLs: decreased by 12%.
  - SWDs: decreased by 14%
  - ELLs: performed at 15%
- 2009 to 2010
  - All students, including SWDs and ELLs: increased by 16%
  - SWDs: increased by 16%
  - ELLs: increased by 51%

## Barriers to Improvement

Similar to student performance in ELA, a barrier to ELL student achievement in science and social studies is the length of the language acquisition process. Although the assessment data comprises solely on the performance of 8<sup>th</sup> grade students, the programs and strategies used to address the needs of these learners has shown to be effective in increasing student performance. In science, there has been a 10% increase in ELL performance from 2009 to 2010. SWDs achievement in science has also demonstrated a 1% increase. In social studies, there has been a 51% increase in ELL performance from 2009 to 2010. SWDs achievement in social studies has also demonstrated an increase of 16%. Although further progress is needed, school improvement strategies in English Language Arts for students with disabilities and English Language Learners will be supported through the science and social studies content areas.

## Mathematics

All Students

(Students Scoring a Level 1)

Year	# of Students	%
2009	16	0.9
2010	57	3.7

ELL & SWDs

(Students Scoring a Level 1)

Year	# of Students	%
2009	15	3.5
2010	51	11.8

## Performance Trends and Accomplishments

- 2009 to 2010
  - All students, including SWDs and ELLs increased by 2.8%.
  - SWDs & ELLs increased by 8.3%

## Barriers to Improvement

89.4 % of students that scored a level 1 on the 2010 NYS Mathematics exam encompass Students with Disabilities as well as English Language Learners. 41.1% of these students are ELLs that also have disabilities. In addition, 21.5% of these ELL students have 3 or less years in the country. All of these factors, the amount of time living in the country and having disabilities that affect the overall educational process (other than language acquisition), have contributed to the increased number of students scoring a Level 1 on the 2010 NYS math exam.

A number of programs and strategies to address the needs of these learners, who are within themselves a diverse group, will be implemented during the 2010-2011 school year.

## Parent Involvement Trends

Parental Involvement  
2009-2010

<u>Events</u>	<u>Sept</u>	<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>	<u>March</u>	<u>April</u>	<u>May</u>	<u>June</u>
PTA Meeting	183	111	63	6	-	-	18	14	9	10
Parent Workshops		49	7	13	15	9	24	28	10	6
Special Events										
Other			8					11		
<b>TOTAL:</b>	183	160	78	19	15	9	42	53	19	16

## Performance Trends and Accomplishments

Parents are limited in their involvement regarding specific individual student goals and progress in each of the content areas. This is evident by low participation at Parent Teacher Association meetings and parent workshops. As a result, a very small number of parents/care givers have the necessary information about the academic and general school goals concerning their child. Therefore, parents remain limited in their ability to enter into a full partnership with the school in support of whole school goals and their child's individual academic goals.

Evidence has shown that the level of parent and community engagement at I.S. 73 has declined in attendance throughout the course of the 2009-2010 school year. Parent attendance at PTA meetings, workshops as well as other special events, for example, dropped from a total of 183 parents in September to a total of 16 parents in June.

By increasing parent involvement and monthly attendance at parent-teacher association meetings as well as at monthly parent workshops and special school events, we will be able to provide services and opportunities that address the academic, social and health needs of the school community. With the support of the parent coordinator and PTA president, we will continue to implement other ideas to maintain parent involvement and cultivate the parents of our students as our partners in the education of their children.

## **Barriers to Improvement**

There are common barriers associated with increasing parental involvement. Meetings and/or workshops may have been held during hours or at times inconvenient for parents. A majority of parents work full or part-time; therefore, lack of time to be more involved with children's education is the single biggest parent involvement barrier. Some parents lack the information about the role that families can play in a student's education. Families, for example, have never participated in school-type meetings/committees and are unaware of applicable procedures and policies. In addition, although most parents know that education is important to their children's success in life, many don't see why they need to be partners with schools in educating their children.

Specific strategies and activities will be implemented during the 2010-2011 school year that will help parents find the time to help their children at home; know specifically what they can do that will help the most; understand the critically important role they play in their children's education; and bridge the barriers that make parents think they can't help their children succeed in school.

## **SECTION V: ANNUAL SCHOOL GOALS**

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.

<b>Goal # 1</b>	<b>Description/Rationale</b>
By June 2011, there will be 35.7% of ELLs that scored a level 1 on the 2010 NYS ELA exam, which will mean a decrease from 40.7% to 35.7% as measured by the 2011 NYS ELA exam.	To reduce the number of English Language Learners that scored a level 1 on the 2010 NYS English Language Arts exam by 5%.
<b>Goal # 2</b>	<b>Description/Rationale</b>
By June 2011, there will be 32.7% of SWDs that scored a level 1 on the 2010 NYS ELA exam, which will mean a decrease from 37.7% to 32.7% as measured by 2011 NYS ELA exam.	To reduce the number of Students with Disabilities that scored a level 1 on the 2010 NYS English Language Arts exam by 5%.
<b>Goal # 3</b>	<b>Description/Rationale</b>
By June 2011, 10% of English Language Learners will be proficient in English as measured by beginner, intermediate and advanced students scoring at proficiency on the 2011 NYSELAT.	To ensure that 10% of ELL students become proficient in English by incorporating the teaching of ELA strategies/techniques/skills into science and social studies content.
<b>Goal # 4</b>	<b>Description/Rationale</b>
By June 2011, there will be a 12% decrease in the number of ELLs and SWDs that scored a level 1 on the 2010 NYS Mathematics exam, which will mean a decrease from 89.4% to 77.4% as measured by the 2011 NYS Mathematics exam.	89.4 % of students that scored a level 1 on the 2010 NYS Mathematics exam encompass Students with Disabilities as well as English Language Learners. The goal is to reduce the number of ELLs and SWDs that scored a level 1 on the 2010 NYS Mathematics exam by 12%.
<b>Goal # 5</b>	<b>Description/Rationale</b>
By June 2011, there will be a 10% increase in parental involvement as measured by attendance sign-in sheets at PTA meetings, parent workshops and ARIS login accounts.	By increasing parent involvement and monthly attendance at parent-teacher association meetings as well as at monthly parent workshops and special school events, we will be able to provide services and opportunities that address the academic, social and health needs of the school community.

## **SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary.

**Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

**Subject/Area (where relevant): English Language Arts (English Language Learners)**

<p><b>Annual Goal #1</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, there will be 35.7% of ELLs that scored a level 1 on the 2010 NYS ELA exam, which will mean a decrease from 40.7% to 35.7% as measured by the 2011 NYS ELA exam.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Instructional Practices:</b> ELA and ESL teachers will apply specific instructional practices and will be provided with professional development opportunities that focus on classroom differentiation. The following methods will be utilized:</p> <ul style="list-style-type: none"><li>▪ Balanced literacy workshop model</li><li>▪ Curriculum pacing</li><li>▪ Pre- / Post-Assessments</li><li>▪ Infused test preparation into the curriculum</li><li>▪ How to drive whole-class and small-group instruction using data obtained through Acuity, Prosper Assessment System, and informal data collected in Teacher Assessment Notebooks (T.A.N.s)</li><li>▪ Students matched to independent reading level</li><li>▪ Levels of students to tasks in an independent classroom setting</li><li>▪ Leveled Libraries with high interest texts</li><li>▪ Classroom Differentiation: Differentiated professional development will be provided to build teacher efficacy in the use of “tiered tasks” (based on levels of Bloom’s Taxonomy) so that questions and tasks are matched to student functional levels while providing appropriately challenge and rigor based on and student goals.</li><li>▪ Small Group Instruction: Including Guided Reading and Writing</li><li>▪ <i>Step Up For Writing</i> Program for ELLs</li><li>▪ Achieve 3000</li><li>▪ System 44 – Computer Software Program</li></ul> <p><b>Professional Development:</b></p> <ul style="list-style-type: none"><li>• Professional development in differentiation to our faculty and administration will be provided by consultant Carol O’Connor from Association for Supervision and Curriculum Development (ASCD).</li><li>• ELA coaches and administrators will facilitate in-house professional development workshops, which are specific to the departmental goals.</li><li>• Weekly, grade specific common planning sessions will be available for teachers. Sessions will have a clear focus based on departmental goals.</li></ul> <p><b>Academic Intervention Service:</b> Tier 1 for at-risk level 1 ELL students will be provided. English Language Arts (ELA)/ ESL classes are programmed for 8 periods a week for 90 minute blocks.</p>

	<p>Teachers utilize differentiated instruction and tiered questioning daily, which are based on ongoing assessment of our students' needs. Tier 1 interventions are also provided during the 90 minute block by establishing different workstations. Students will be grouped based on assessment data that indicates a deficiency in a specific skill.</p> <p>Additional after school programs will be offered to meet the specific needs of our ELL and SIFE students through Title III as well as through Title I and Contract for Excellence.</p> <p><b>Data Inquiry Team:</b> Monitor inquiry students' (students that are in the lowest third, which generally encompasses ELLs) progress by assessing student performance on specific learning targets that help address the sub-skill of reading comprehension. Data Inquiry team members will collaborate with ELA /ESL teachers to create appropriately aligned assignments that focus on addressing the needs of these students. The data that is gathered from the inquiry team's findings will be disseminated to other teachers in the ELA/ESL department. This data will be used to help address the needs of students that are not targeted by the inquiry team, but have the same instructional needs.</p> <p><b>Target Populations:</b> English Language Learners</p> <p><b>Responsible Staff:</b> Assistant Principals, Literacy Coaches, Data Inquiry Team Members, ELA teachers of ELLs, ESL teachers</p>		
<p><b>Aligning Resources:</b>  Implications for Budget, Staffing/Training, and Schedule  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<table border="0"> <tr> <td data-bbox="657 1150 911 1360"> <p><b><u>Responsible Staff</u></b>  Assistant Principals  Literacy Coaches  Data Inquiry Team  ELA Teachers  ESL Teachers</p> </td> <td data-bbox="1031 1150 1344 1690"> <p><b><u>Funding Sources</u></b>  Tax Levy (FSF &amp; Stabilization), Title I SWP  Tax Levy (FSF) ,  Contract For Excellence  Tax Levy Children First Inquiry Team  Tax Levy (FSF),  Contract For Excellence  Tax Levy (FSF),  Contract For Excellence  Title I SWP  Title III LEP  Title I ARRA SWP</p> </td> </tr> </table>	<p><b><u>Responsible Staff</u></b>  Assistant Principals  Literacy Coaches  Data Inquiry Team  ELA Teachers  ESL Teachers</p>	<p><b><u>Funding Sources</u></b>  Tax Levy (FSF &amp; Stabilization), Title I SWP  Tax Levy (FSF) ,  Contract For Excellence  Tax Levy Children First Inquiry Team  Tax Levy (FSF),  Contract For Excellence  Tax Levy (FSF),  Contract For Excellence  Title I SWP  Title III LEP  Title I ARRA SWP</p>
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<p><b>Indicators of Interim Progress and/or Accomplishment</b>          Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><b><u>Initial Indicator - September 2010:</u></b> The progress of ELLs in ELA/ESL will be carefully monitored throughout the school year using ELA Item Skill Analysis and student performance on ACUITY in order to establish a baseline data point. Data analysis of Pre &amp; Post Assessments (Prosper Assessment System) at each interval of periodic review will inform next steps in revising our curricula and will be incorporated in our curricula maps. All actions and strategies outlined in this plan will continue to be revised and more closely aligned with the annual goal.</p> <p><b>Instruments of Measure:</b> <i>Prosper Assessment System / Acuity</i></p> <p><b><u>Projected Gains:</u></b>          2% increase in the percentage at each interval of periodic review</p> <p><b><u>Intervals of Periodic Review:</u></b></p> <p><b><u>November 2010:</u></b> Teachers will conduct an item skills analysis (NYS ELA exam and Acuity) and examine student work in order to be informed as to how the curriculum map and unit of study should continue to be revised to differentiate instruction and address student needs.</p> <p><b><u>January 2011:</u></b> The interim assessment results based on (Acuity/ Prosper) will be shared with all teachers, for review of student progress and continued revision of the curriculum map and unit of study for closer alignment with student needs.</p> <p><b><u>March 2011:</u></b> The interim assessment results based on (Acuity/ Prosper) will be shared with all teachers, for review of student progress and continued revision of the curriculum map and unit of study for closer alignment with student needs.</p> <p><b><u>May 2011:</u></b> The preliminary final assessment will be based on Acuity and will inform an analysis of progress towards the achievement of the annual goal and implications/next steps for 2011- 2012 school year.</p>
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**Subject/Area (where relevant): English Language Arts (Students with Disabilities)**

<p><b>Annual Goal #2</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, there will be 32.7% of SWDs that scored a level 1 on the 2010 NYS ELA exam, which will mean a decrease from 37.7% to 32.7% as measured by 2011 NYS ELA exam.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>Instructional Practices:</b> ELA teachers of students with disabilities will apply specific instructional practices and will be provided with professional development opportunities that focus on classroom differentiation. The following methods will be utilized:</p> <ul style="list-style-type: none"><li>▪ Balanced literacy workshop model</li><li>▪ Curriculum pacing</li><li>▪ Pre- / Post-Assessments</li><li>▪ Infused test preparation into the curriculum</li><li>▪ How to drive whole-class and small-group instruction using data obtained through Acuity, Prosper Assessment System, and informal data collected in Teacher Assessment Notebooks (T.A.N.s)</li><li>▪ Students matched to independent reading level</li><li>▪ Levels of students to tasks in an independent classroom setting</li><li>▪ Leveled Libraries with high interest texts</li><li>▪ Classroom Differentiation: Differentiated professional development will be provided to build teacher efficacy in the use of “<b>tiered tasks</b>” (based on levels of Bloom’s Taxonomy) so that questions and tasks are matched to student functional levels while providing appropriately challenge and rigor based on and student goals.</li><li>▪ Small Group Instruction: Including Guided Reading and Writing</li><li>▪ Achieve 3000</li></ul> <p><b>Professional Development:</b></p> <ul style="list-style-type: none"><li>• Professional development in differentiation to our faculty and administration will be provided by consultant Carol O’Connor from Association for Supervision and Curriculum Development (ASCD).</li><li>• ELA coaches and administrators will facilitate in-house professional development workshops, which are specific to the departmental goals.</li><li>• Weekly, grade specific common planning sessions will be available for teachers. Sessions will have a clear focus based on departmental goals.</li></ul> <p><b>Academic Intervention Service:</b> Tier 1 &amp; 2 for at-risk level 1 special education students will be provided. English Language Arts</p>

	<p>(ELA) classes are programmed for 8 periods a week for 90 minute blocks. Teachers utilize differentiated instruction and tiered questioning daily, which are based on ongoing assessment of our students' needs. Tier 1 interventions are also provided during the 90 minute block by establishing different workstations. Students will be grouped based on assessment data that indicates a deficiency in a specific skill. Pull-out Tier 2 AIS intervention will also be provided. Targeted students will receive these services twice per week.</p> <p>Additional after school programs will be offered to meet the specific needs of our students with disabilities through Title I and Contract for Excellence.</p> <p><b>Data Inquiry Team:</b> Monitor inquiry students' (students that are in the lowest third, which generally encompasses SWDs) progress by assessing student performance on specific learning targets that help address the sub-skill of reading comprehension. Data Inquiry team members will collaborate with ELA special education teachers to create appropriately aligned assignments that focus on addressing the needs of these students. The data that is gathered from the inquiry team's findings will be disseminated to other teachers in the special education department. This data will be used to help address the needs of students that are not targeted by the inquiry team, but have the same instructional needs.</p> <p><b>Target Populations:</b> Students with Disabilities</p> <p><b>Responsible Staff:</b> Assistant Principals, Literacy Coaches, Data Inquiry Team Members, ELA Teachers of SWDs, AIS teachers</p>		
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<table border="0"> <tr> <td data-bbox="657 1249 941 1449"> <p><b><u>Responsible Staff</u></b>  Assistant Principals  Literacy Coaches  Data Inquiry Team  ELA Teachers w/SWDs  AIS Teachers</p> </td> <td data-bbox="1031 1249 1347 1690"> <p><b><u>Funding Sources</u></b>  Tax Levy (FSF &amp; Stabilization), Title I SWP  Tax Levy (FSF) , Contract For Excellence  Tax Levy Children First Inquiry Team  Tax Levy (FSF)  Tax Levy (FSF), Title I SWP  Title I SWP  Title III LEP  Title I ARRA SWP</p> </td> </tr> </table>	<p><b><u>Responsible Staff</u></b>  Assistant Principals  Literacy Coaches  Data Inquiry Team  ELA Teachers w/SWDs  AIS Teachers</p>	<p><b><u>Funding Sources</u></b>  Tax Levy (FSF &amp; Stabilization), Title I SWP  Tax Levy (FSF) , Contract For Excellence  Tax Levy Children First Inquiry Team  Tax Levy (FSF)  Tax Levy (FSF), Title I SWP  Title I SWP  Title III LEP  Title I ARRA SWP</p>
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**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

**Initial Indicator - September 2010:** The progress of SWDs in ELA will be carefully monitored throughout the school year using ELA Item Skill Analysis and student performance on ACUITY in order to establish a baseline data point. Data analysis of Pre & Post Assessments (Prosper Assessment System) at each interval of periodic review will inform next steps in revising our curricula and will be incorporated in our curricula maps. All actions and strategies outlined in this plan will continue to be revised and more closely aligned with the annual goal.

**Instruments of Measure:** *Prosper Assessment System / Acuity*

**Projected Gains:**

2% increase in the percentage at each interval of periodic review

**Intervals of Periodic Review:**

**November 2010:** Teachers will conduct an item skills analysis (NYS ELA exam and Acuity) and examine student work in order to be informed as to how the curriculum map and unit of study should continue to be revised to differentiate instruction and address student needs.

**January 2011:** The interim assessment results based on (Acuity/ Prosper) will be shared with all teachers, for review of student progress and continued revision of the curriculum map and unit of study for closer alignment with student needs.

**March 2011:** The interim assessment results based on (Acuity/ Prosper) will be shared with all teachers, for review of student progress and continued revision of the curriculum map and unit of study for closer alignment with student needs.

**May 2011:** The preliminary final assessment will be based on Acuity and will inform an analysis of progress towards the achievement of the annual goal and implications/next steps for 2011- 2012 school year.

**Subject/Area (where relevant): English Language Learners**

<p><b>Annual Goal #3</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, 10% of English Language Learners will be proficient in English as measured by beginner, intermediate and advanced students scoring at proficiency on the 2011 NYSELAT.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>Professional Development:</b>            Science teachers and Social Studies teachers will apply specific instructional practices and will be provided with professional development opportunities that focus on ELA strategies/techniques/skills and classroom differentiation that target the needs of students.</p> <p>The following methods will be utilized:</p> <ul style="list-style-type: none"> <li>• How to drive whole-class and small-group instruction using data obtained through ELA Item Skills Analysis, Acuity, Prosper Assessment System, Running Record results, and informal data collected in their Assessment Notebooks.</li> <li>• All teachers will continue to maintain an assessment notebook in science and social studies, and apply what was gathered to the development of lessons that incorporate targeted interventions</li> <li>• Instruction is focused on The Full Options Science System (FOSS) and Lab Aids SepUp in all science classrooms.</li> <li>• Classroom instruction strategies that incorporate read alouds and paired reading</li> <li>• Teachers of ELLs will focus on Tier II as well as content specific Tier III vocabulary words by assisting students in the understanding of non-fiction science text as well as use strategies such as the Clarifying Bookmark for developing fluency with text.</li> <li>• All teachers will be able to generate tiered questions/activities that will appropriately challenge students as a result of content-specific common planning and professional development sessions.</li> <li>• ELA coaches will be utilized to collaborate with teachers and assistant principals to help differentiate professional development sessions so that teacher needs are met. In addition to establishing a model classroom , these coaches will maintain teacher planning sessions that are based on formal and informal assessments (i.e. observations, common planning sessions, classroom walkthroughs, surveys, assessment notebooks) that occur throughout the school year and are used to assist in the implementation of appropriate instructional strategies (i.e. differentiation, literacy strategies/skills) within the classroom.</li> </ul> <p><b>Professional Development:</b> Professional development in</p>

	<p>differentiation and in literacy skills to our faculty and administration will be provided by consultant Carol O'Connor from Association for Supervision and Curriculum Development (ASCD).</p> <p>Science and social studies lead teachers, and administrators will facilitate in-house professional development workshops that are specific to the departmental goals. Grade specific weekly common planning sessions will be available for teachers. Sessions will have a clear focus based on departmental goals.</p> <p><b>Data Inquiry Team:</b> Monitor inquiry students' progress by assessing student performance on specific learning targets that help address the sub-skill of reading comprehension. Data Inquiry team members will collaborate with content teachers to create appropriately aligned assignments that focus on addressing the needs of these students. This data will be used to help address the needs of students that are not targeted by the inquiry team, but have the same instructional needs.</p> <p><b>Target Populations:</b> English Language Learners</p> <p><b>Responsible Staff:</b> Assistant Principals, Literacy Coaches, &amp; Data Inquiry Team members, Science &amp; Social Studies Teachers</p>																								
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<table border="0"> <tr> <td data-bbox="657 1045 901 1077"><b><u>Responsible Staff</u></b></td> <td data-bbox="1031 1045 1263 1077"><b><u>Funding Sources</u></b></td> </tr> <tr> <td data-bbox="657 1081 911 1113">Assistant Principals</td> <td data-bbox="1031 1081 1300 1113">Tax Levy (FSF &amp;</td> </tr> <tr> <td data-bbox="657 1117 881 1148">Literacy Coaches</td> <td data-bbox="1031 1117 1300 1148">Stabilization), Title I</td> </tr> <tr> <td data-bbox="657 1152 902 1184">Data Inquiry Team</td> <td data-bbox="1031 1152 1097 1184">SWP</td> </tr> <tr> <td data-bbox="657 1188 980 1220">Science &amp; Social Studies</td> <td data-bbox="1031 1188 1252 1220">Tax Levy (FSF) ,</td> </tr> <tr> <td data-bbox="657 1224 774 1255">Teachers</td> <td data-bbox="1031 1224 1344 1255">Contract For Excellence</td> </tr> <tr> <td></td> <td data-bbox="1031 1260 1344 1291">Tax Levy Children First</td> </tr> <tr> <td></td> <td data-bbox="1031 1295 1208 1327">Inquiry Team</td> </tr> <tr> <td></td> <td data-bbox="1031 1331 1239 1362">Tax Levy (FSF)</td> </tr> <tr> <td></td> <td data-bbox="1031 1367 1185 1398">Title I SWP</td> </tr> <tr> <td></td> <td data-bbox="1031 1402 1196 1434">Title III LEP</td> </tr> <tr> <td></td> <td data-bbox="1031 1438 1281 1470">Title I ARRA SWP</td> </tr> </table>	<b><u>Responsible Staff</u></b>	<b><u>Funding Sources</u></b>	Assistant Principals	Tax Levy (FSF &	Literacy Coaches	Stabilization), Title I	Data Inquiry Team	SWP	Science & Social Studies	Tax Levy (FSF) ,	Teachers	Contract For Excellence		Tax Levy Children First		Inquiry Team		Tax Levy (FSF)		Title I SWP		Title III LEP		Title I ARRA SWP
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<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Initial Indicator - September 2010:</b> The progress of the Science and Social Studies department will be carefully monitored throughout the school year using walkthrough feedback forms as well as ELA Running Record results in order to establish a baseline data point. Data analysis at each interval of periodic review will inform next steps. All actions and strategies outlined in this plan will continue to be revised and more closely aligned with the annual goal.</p> <p><b>Instrument of Measure:</b> Running Records Reading Levels / Science &amp; Social Studies Walkthrough Feedback Forms/ Pre &amp; Post Assessments</p>																								

**Projected Gains:**

2% increase in the percentage at each interval of periodic review

**Intervals of Periodic Review:**

**November 2010:** Teachers will conduct an item skills analysis (pre & post assessments) and examine ELA running records and student work in order to be informed as to how the science and social studies curriculum map and unit of study should continue to be revised to begin alignment with the common core standards as well as incorporate literacy strategies.

**January 2011:** The interim assessment results based on Science & Social Studies Walkthrough Feedback Forms as well as 2<sup>nd</sup> round of ELA running record results will be shared with all teachers, for review of student progress and continued revision of the curriculum map and unit of study for closer alignment with student needs.

**March 2011:** The interim assessment results based on Science & Social Studies Walkthrough Feedback Forms will be shared with all teachers, for review of student progress and continued revision of the curriculum map and unit of study for closer alignment with student needs.

**May 2011:** The preliminary final assessment will be based on Science & Social Studies Walkthrough Feedback Forms and will inform an analysis of progress towards the achievement of the annual goal and implications/next steps for 2011- 2012 school year

**Subject/Area (where relevant): Mathematics (English Language Learners & Students with Disabilities)**

<p><b>Annual Goal #4</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, there will be a 12% decrease in the number of ELLs and SWDs that scored a level 1 on the 2010 NYS Mathematics exam, which will mean a decrease from 89.4% to 77.4% as measured by the 2011 NYS Mathematics exam.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>Instructional Practices:</b> Mathematics teachers of ELLs and SWDs will apply specific instructional practices and will be provided with professional development opportunities that focus on classroom differentiation. The following methods will be utilized:</p> <ul style="list-style-type: none"><li>▪ Balanced mathematics workshop model</li><li>▪ Curriculum pacing</li><li>▪ Pre- / Post-Assessments</li><li>▪ Infused test preparation into the curriculum</li><li>▪ How to drive whole-class and small-group instruction using data obtained through Acuity, Prosper Assessment System, and informal data collected in Student Support Logs (S.S.L.s)</li><li>▪ Levels of students to tasks in an independent classroom setting</li><li>▪ Classroom Differentiation: Differentiated professional development will be provided to build teacher efficacy in the use of “<b>tiered tasks</b>” so that mathematical problems and tasks are matched to student functional levels while providing appropriately challenge and rigor based on and student goals.</li><li>▪ Student-Teacher Conferences</li></ul> <p><b>Professional Development:</b></p> <ul style="list-style-type: none"><li>• Professional development in differentiation to our faculty and administration will be provided by consultant Carol O’Connor from Association for Supervision and Curriculum Development (ASCD).</li><li>• The math coach and administrators will facilitate in-house professional development workshops, which are specific to the departmental goals.</li><li>• Weekly, grade specific common planning sessions will be available for teachers. Sessions will have a clear focus based on departmental goals.</li></ul> <p><b>Academic Intervention Service:</b> Tier 1 &amp; 2 for at-risk level 1 ELLs and students with disabilities will be provided. Mathematics classes are programmed for 8 periods a week for 90 minute blocks. Teachers utilize differentiated instruction and tiered activities daily, which are based on ongoing assessment of our students’</p>

	<p>needs. Tier 1 interventions are provided during the 90 minute block by establishing different workstations and student-teacher conferences. Students will be grouped based on assessment data that indicates a deficiency in a specific skill. Pull-out Tier 2 AIS intervention will also be provided. Targeted students will receive these services twice per week.</p> <p>Additional after school programs will be offered to meet the specific needs of our ELL and SIFE students through Title III as well as support SWDs through Title I and Contract for Excellence.</p> <p><b>Data Inquiry Team:</b> Monitor inquiry students' (students that are in the lowest third, which generally encompasses ELLs and SWDs) progress by assessing student performance on specific learning targets that help address the sub-skill of reading comprehension. Data Inquiry team members will collaborate with mathematics teachers to create appropriately aligned assignments that focus on addressing the needs of these students in the areas of <b>vocabulary development</b>. The data that is gathered from the inquiry team's findings will be disseminated to other teachers in the department. This data will be used to help address the needs of students that are not targeted by the inquiry team, but have the same instructional needs.</p> <p><b>Target Population:</b> SWDs and ELLs</p> <p><b>Responsible Staff:</b> Principal, Assistant Principals, Math Coach, Mathematics teachers of ELLs and students with disabilities, Data Inquiry Team Members, AIS Teachers.</p>		
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<table border="0"> <tr> <td data-bbox="587 1205 1019 1722"> <p><b>Responsible Staff</b>  Assistant Principal  Math Coach  Math ELL Teachers  Math SWD Teachers  Data Inquiry Team  AIS Teachers</p> </td> <td data-bbox="1019 1205 1409 1722"> <p><b>Funding Sources</b>  Tax Levy (FSF &amp; Stabilization), Title I SWP  Title I SWP, Tax Levy (FSF), Contract For Excellence  Tax Levy (FSF), Title I SWP  Tax Levy (FSF), Title I SWP  Tax Levy Children First Inquiry Team  Tax Levy (FSF), Title I SWP</p> </td> </tr> </table>	<p><b>Responsible Staff</b>  Assistant Principal  Math Coach  Math ELL Teachers  Math SWD Teachers  Data Inquiry Team  AIS Teachers</p>	<p><b>Funding Sources</b>  Tax Levy (FSF &amp; Stabilization), Title I SWP  Title I SWP, Tax Levy (FSF), Contract For Excellence  Tax Levy (FSF), Title I SWP  Tax Levy (FSF), Title I SWP  Tax Levy Children First Inquiry Team  Tax Levy (FSF), Title I SWP</p>
<p><b>Responsible Staff</b>  Assistant Principal  Math Coach  Math ELL Teachers  Math SWD Teachers  Data Inquiry Team  AIS Teachers</p>	<p><b>Funding Sources</b>  Tax Levy (FSF &amp; Stabilization), Title I SWP  Title I SWP, Tax Levy (FSF), Contract For Excellence  Tax Levy (FSF), Title I SWP  Tax Levy (FSF), Title I SWP  Tax Levy Children First Inquiry Team  Tax Levy (FSF), Title I SWP</p>		

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Instruments of Measure:</b> <i>Prosper Assessment System / Acuity</i></p> <p><b><u>Projected Gains:</u></b>  2% increase in the percentage at each interval of periodic review</p> <p><b><u>Intervals of Periodic Review:</u></b>  <b><u>November 2010:</u></b> Teachers will conduct an item skills analysis and examine student work in order to be informed as to how the curriculum map and unit of study should continue to be revised to differentiate instruction and address student needs.  <b><u>January 2011:</u></b> The interim assessment results based on (Acuity/ Prosper) will be shared with all teachers, for review of student progress and continued revision of the curriculum map and unit of study for closer alignment with student needs.  <b><u>March 2011:</u></b> The interim assessment results based on (Acuity/ Prosper) will be shared with all teachers, for review of student progress and continued revision of the curriculum map and unit of study for closer alignment with student needs.  <b><u>May 2011:</u></b> The preliminary final assessment will be based on Acuity and will inform an analysis of progress towards the achievement of the annual goal and implications/next steps for 2011- 2012 school year.</p>
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**Subject/Area (where relevant): Parent Involvement**

<p><b>Annual Goal #5</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, there will be a 10% increase in parental involvement as measured by attendance sign-in sheets at PTA meetings, parent workshops and ARIS login accounts.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b><u>ACTION/STRATEGIES/ACTIVITIES</u></b></p> <p><b><u>Parental Outreach:</u></b> By increasing parent involvement and monthly attendance at parent-teacher association meetings as well as at monthly parent workshops and special school events, we will be able to provide services and opportunities that address the academic, social and health needs of the school community.</p> <p>In effort to increase parental involvement, the following action/strategies will be utilized to address all parents in grades 6, 7, and 8; this includes parents of general education, special education, ELLs and bilingual students:</p> <ol style="list-style-type: none"><li>1. Conduct informal and formal discussions with parents and community members as indicated by logs (phone and meeting).</li><li>2. Parent Coordinator and PTA President will collect data based from <b>parent surveys</b> (School created survey).</li><li>3. <b>Based on survey</b>, various workshops will be provided that address individual parent needs (i.e. ESL classes, nutrition classes, etc.)</li><li>4. <b>Based on survey</b>, parents will be assisted with the necessary support in accessing and using ARIS as a means to close the learning gap between low-income children and their more affluent peers, by improving the home learning environment.</li><li>5. All needs assessment findings will be discussed during PTA meetings and School Leadership Team meetings.</li><li>6. Further develop a pool of community resources for parents.</li></ol> <p><b><u>Parent Room</u></b></p> <ol style="list-style-type: none"><li>1. Coordinate workshops to help parents become better learning partners and train them to use technology to improve student performance by using computers that were obtained from the 2010-2011 ARIS Grant.</li></ol> <p><b><u>Target Population:</u></b> Parents in grades 6,7, and 8</p> <p><b><u>Responsible Staff:</u></b> Principal, Assistant Principals, Parent-Teacher Association President, Parent Coordinator</p> <p><b><u>Implementation Timelines:</u></b> Ongoing from September 2010 to June 2011</p>

	<p><b>Monitor and Revise:</b> Progress towards increased parent involvement will be carefully monitored periodically throughout the school year. All actions and strategies outlined in this plan will continue to be revised and improved in order to achieve our annual goal.</p> <p><b>Intervals of Monitoring and Revision:</b> Revisions at each interval are “to be determined” (TBD) based on an analysis of the short term goal (projected gains) and the matched assessment.</p> <ul style="list-style-type: none"> <li>• November 2010: TBD</li> <li>• December 2010: TBD</li> <li>• February 2011: TBD</li> <li>• April 2011: TBD</li> <li>• May 2011: TBD</li> </ul>		
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<table border="0"> <tr> <td data-bbox="657 842 911 982"> <p><b><u>Responsible Staff</u></b> Principal Assistant Principals Parent Coordinator</p> </td> <td data-bbox="1031 842 1300 1276"> <p><b><u>Funding Sources</u></b> Tax Levy (FSF) Tax Levy (FSF &amp; Stabilization), Title I SWP Tax Levy Parent Coordinator Title I Translation Services Title I SWP Title III LEP Title I ARRA SWP</p> </td> </tr> </table>	<p><b><u>Responsible Staff</u></b> Principal Assistant Principals Parent Coordinator</p>	<p><b><u>Funding Sources</u></b> Tax Levy (FSF) Tax Levy (FSF &amp; Stabilization), Title I SWP Tax Levy Parent Coordinator Title I Translation Services Title I SWP Title III LEP Title I ARRA SWP</p>
<p><b><u>Responsible Staff</u></b> Principal Assistant Principals Parent Coordinator</p>	<p><b><u>Funding Sources</u></b> Tax Levy (FSF) Tax Levy (FSF &amp; Stabilization), Title I SWP Tax Levy Parent Coordinator Title I Translation Services Title I SWP Title III LEP Title I ARRA SWP</p>		
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b><u>Initial indicator September 2010:</u></b> The progress of increased parent involvement will be carefully monitored throughout the school year by using data from last year's PTA Meeting Attendance sheets to establish a baseline data point. Data analysis at each interval of periodic review will inform all actions and strategies outlined in this plan so that they can be more closely aligned with the annual goal.</p> <p><b><u>Instrument of Measure:</u></b> Parent/Guardian attendance sheets and Parent ARIS</p> <p><b><u>Projected Gains:</u></b></p> <ul style="list-style-type: none"> <li>• 2% increase in the percentage of parental attendance at all parent meetings at each interval of periodic review totaling 10% increase by the June 2011.</li> <li>• 2% increase in the use of Parent ARIS accounts at each interval of periodic review resulting in an overall 10% increase by June 2011.</li> </ul> <p><b><u>Intervals of Periodic Review:</u></b></p>		

- **November 2010:** The first assessment results will be shared with all teachers, and members of the Parent Involvement Committee in order to identify barriers and improve this plan.
- **December 2010:** Parent attendance data will be shared with constituency groups and the Parent Involvement Committee in order to included additional actions to improve this plan.
- **February 2011:** Parent attendance data will be shared with constituency groups and the Parent Involvement Committee in order to included additional actions to improve this plan.
- **April 2011:** Parent attendance data will be shared with constituency groups and the Parent Involvement Committee in order to included additional actions to improve this plan.
- **May 2011:** The final assessment will be based on the most current on totals from the monthly Parental Accountability Data Spreadsheets and will inform an analysis of progress towards the achievement of the annual goal and implications/next steps for 2011- 2012 school year.



## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	Tier 1 (305) Tier 2 (9)	Tier 1 (305) Tier 2 (12)	Tier 1 (305)	Tier 1 (305)		0	0	
7	Tier 1 (591) Tier 2 (11)	Tier 1 (591) Tier 2 (2)	Tier 1 (591)	Tier 1(591)		0	0	
8	Tier 1 (627) Tier 2 (18)	Tier 1 (627) Tier (12)	Tier 1 (627)	Tier 1 (627)		0	0	
9								
10								
11								
12								

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.

- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and soc

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA</b>	<p>English Language Arts (ELA) classes are programmed for 8 periods a week for 90 minute blocks. Teachers utilize differentiated instruction and tiered questions daily, which are based on ongoing assessments of our students' needs. Tier 1 interventions are also provided using the following programs:</p> <ol style="list-style-type: none"> <li>1) Marzano Vocabulary- The program is about vocabulary development for ELLs in content areas which uses a combination of wide reading and direct vocabulary instruction.</li> <li>2) Step Up to Writing (Cambria Learning Sopris/ West) is a new supplemental program we are implementing at IS 73 for our ELL students. The purpose is to build capacity in language by scaffolding writing instruction to meet the needs of our ELL population. Our intent is to provide students an opportunity to augment their writing skills and academic growth</li> <li>3) Conferencing- Teachers are required to meet with students individually, during the work-time period of the mini-lesson, to provide guidance on target needs.</li> </ol> <p>AIS teachers provide tier 2 interventions using the following programs:</p> <ol style="list-style-type: none"> <li>1) Achieve3000, provides the first web-based, individualized learning solutions scientifically proven to accelerate reading comprehension, vocabulary, writing proficiency and performance on high stakes tests. It incorporates high interest topics for the entire class, scientifically matched to each student's individual Lexile reading level. In addition, one- on -one support uses technology to help each student progress towards reading and writing proficiency.</li> <li>2) Thinking About Content Reading</li> </ol>

	<p>3) Exploring Non-Fiction Reading in Content Areas AIS periods are conducted in small groups, two or three times a week.</p> <p>Targeted students will participate in small-group instruction for 37.5 minutes, three times per week for additional support in English language arts.</p> <p>Additional early morning and after school programs are offered to meet the specific needs of our ELL's through Title III.</p>
<p><b>Math</b></p>	<p>Math Classes are programmed for 8 periods a week for 90 minute blocks. Teachers utilize differentiated instruction and tiered questions daily, which are based on ongoing assessments of our students' needs.</p> <p>Tier 1 interventions are also provided using the following program:</p> <p>1) Conferencing- Teachers are required to meet with students individually or in groups, during the work-time period of the lesson, to provide guidance on target needs.</p> <p>AIS teachers provide tier 2 interventions using the following programs:</p> <p>1) Skills Concepts and Problem Solving AIS periods are conducted in small groups, two or three times a week.</p> <p>Targeted students will participate in small-group instruction for 37.5 minutes, three times per week for additional support in English language arts.</p> <p>Additional early morning and after school programs are offered to meet the specific needs of our ELL's through Title III.</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p>At-risk students receive very small group instruction and counseling from a school-based guidance counselor who is familiar with academic and social needs and subject area work one period a week during the school day.</p>

<p><b>Science</b></p>	<p>Science classes are programmed for 5 periods a week with some classes scheduled for 90 minute blocks.</p> <p>Tier 1 interventions are provided by differentiating instruction and using tiered questions, which are based on ongoing assessment of our students' needs. Classroom teachers also provided small group instruction to students in class as necessary. The Full Options Science System (FOSS) and Lab Aids Sep Up are used in all of our science classrooms.</p> <p>(Tier 1) Conferencing- Teachers are required to meet with students individually or in groups, during the work-time period of the lesson, to provide guidance on target needs.</p>
<p><b>Social Studies</b></p>	<p>Social Studies classes are programmed for 5 periods a week with at some classes scheduled for 90 minute blocks.</p> <p>Tier 1 interventions are provided by differentiating instruction and using tiered questions, which are based on ongoing assessment of our students' needs. Classroom teachers also provided small group instruction to students in class as necessary.</p> <p>(Tier 1) Conferencing- Teachers are required to meet with students individually or in groups, during the work-time period of the lesson, to provide guidance on target needs.</p>

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school's current year (2010-2011) Language Allocation Policy to this CEP.

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

**Section I. Student and School Information**

**Grade Levels: 6/7/8      Number of Students to be Served: 304 LEP 1240 Non-LEP**

**Number of Teachers = 7 ES    Other Staff (Specify) \_\_\_\_\_**

**School Building Instructional Program/Professional Development Overview**

**Section II. Title III, Part A LEP Program Narrative**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction

program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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**Professional Development Program** – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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**Section III. Title III Budget**

School: 073 BEDS Code: 24Q073

<i>CODE/ BUDGET CATEGORY</i>	<i>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)</i>
<i>Code 15 Professional Salaries</i>	<p><b><i>Participating teachers</i></b>  <i>(Teachers)*(Sessions)*(hours)*(rate)=</i>  <i>(10)(9)(2)(\\$49.89)= 160 hours</i> <span style="float:right"><i>\$8,980.02</i></span>  <span style="float:right"><i>with fringe</i></span></p> <p><i>10 teachers for 9 sessions, 2 hrs. ea. @ \$49.89/hr.</i></p> <p><b><i>Facilitators/Supervisor</i></b>  <i>(Teachers)*(Sessions)*(hours)*(rate)= (1)(9)(2)(\\$52.21)=\$939.78</i>  <span style="float:right"><i>with fringe</i></span></p> <p><i>18 hrs total</i></p> <p style="text-align:right"><i>Total \$9,919.80</i>  <span style="float:right"><i>with fringe</i></span></p>

<i>CODE/ BUDGET CATEGORY</i>	<i>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)</i>
	<i>1 supervisor X 9 sessions, 2 hrs. ea. @ \$52.21/hr.</i>
<i>Code 40 Purchased Services</i>	<i>Consultant from Cambria Learning Sopris West Step Up to Writing workshop One day</i> <p style="text-align: right;"><i>\$2,500.00</i></p>
<i>Code 45 Supplies and Materials</i>	<i>Professional books, binders, bins, folders, paper, markers, chart paper, transparency films, toner etc.</i> <p style="text-align: right;"><i>Total      \$ 2,000.00</i></p>

<i>CODE/ BUDGET CATEGORY</i>	<i>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)</i>
<i>Code 46 Travel Expenses</i>	

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

#### **Part A: Needs Assessment Findings**

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

We review the HLIS forms on an ongoing basis and consult with our parent coordinator. We utilize an ATS report, RHLA, which gives us the variety of languages spoken in the homes of our students. In addition, IS 73 maintains its own parent contact cards which are filled out during the first week of school. These cards have a "language spoken at home" information section. When parents register their children, they are asked to write down the language in which they want communication sent home. They have the right to ask that we communicate in their native language.

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.

Examination of the RHLA indicates that approximately 65% of our population is Spanish-speaking. The next most predominant language is Chinese, though we sometimes have a need for Polish translators as well. Other languages represented widely in the school are Bengali, Urdu, Korean, Indonesian, Tagalog, and many others in small numbers. The general school community is apprised of this through the ELL coordinator, who will often try to pair students with the same native languages so that they may help each other to assimilate to the school community.

We consult the HLIS forms of our ELLs to determine the language the parents request for communication with our school. If it states a language other than English, we use translators or have our parent coordinator send forms to the DOE Translation Unit. We print our RPOB reports for teachers who have ELLs in their programs. These are accompanied by a list of the abbreviations for the commonest languages spoken among our ELL population. In this way, the teachers are aware of their students' home languages.

#### **Part B: Strategies and Activities**

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

All flyers, letters, and newsletters for parents will be sent home in English, Spanish, and Chinese. We have staff members who speak and write Polish and Russian. For others, we might have to utilize the services of the translation unit of the NYCDOE.

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

The oral interpretation services will be provided in Spanish, Chinese, and Polish, as those are our predominant languages as indicated in the RHLA report. All PTA meetings are attended by faculty and staff who are fluent speakers of the above languages. If it becomes necessary, we will call upon the DOE Translation Unit. We have invited bilingual parents to help at PTA meetings and other functions. During Parent-Teacher Conferences, translators are sent to the school to interpret for teachers who have a need.

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

The school will provide to the parents who vernacular language is other than English a notification of their rights. Notices will be posted in the parent coordinator's office regarding their rights to obtain documentation or oral translation into their spoken language.

## APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

*All Title I schools must complete this appendix.*

### Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

### Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$1,047,665	\$36,031	\$1,083,696
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$10,477	\$360	\$10,837
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$52,383	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$104,766	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 98%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Effective professional development is focused on the improvement of student learning through the improvement of the skill and knowledge of educators. I.S. 73 promotes specific professional development activities that are anchored on an objective over a period of time to improve students' demonstrated knowledge and skill in reading, writing and mathematics, as measured by portfolios of student work, curriculum-based assessments and state examinations. Similarly, effective professional development is connected to questions of content and pedagogy that are related to instructional practices as well as general effective teaching practices. Professional development, therefore, is designed to develop the capacity of teachers to work collectively on problems of practice as well as to support the knowledge and skill development of individual educators.

Various professional development opportunities are offered to assist staff in addressing instructional issues. The following are some examples how these issues have been and will continue to be addressed:

- Department and Academy conferences

Listed below are some professional development strategies that I.S. 73 has used to align professional development with the needs of the staff:

- Professional study groups to analyze student work and assess needs for instruction
- Teachers analyze formal and informal data (Running Records, Acuity, Prosper.) and their implications for instruction
- Literacy coaches schedule and conduct workshops on the components of the balanced literacy program: on grade level genre and author studies for grades 6,7,8

The following additional strategies were launched in the past year and are expected to continue through the upcoming year. They include:

- Teachers will be assigned to their area of certification when scheduling, with some limited flexibility, consistent with State regulations.
- Assisting uncertified teachers in gaining certification through one-on-one counseling sessions.
- Continuing to focus alternative and traditional teacher recruitment on shortage-area subjects.
- Supporting new teachers through a New Teacher Mentoring Program.
- Ensuring that parents are notified when a non-HQ teacher teaches their child for more than 4 consecutive weeks.

## **Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT**

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

### **Template for Title I Parent Involvement Policy and Parent-School Compact for I.S 73<sup>1</sup>**

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This template was designed by the Office of School Improvement in collaboration with the New York State Education Department, Office of School Improvement and  
**TEMPLATE - MAY 2010**

## **<<I.S 73>> Title I Parent Involvement Policy**

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, I.S 73 *[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. I.S 73'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 Advisory Council, as trained volunteers and welcomed members of our school community. I.S 73 will support parents and families of Title I students by:

1. providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology)
2. 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
3. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress
4. providing assistance to parents in understanding City, State and Federal standards and assessments
5. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
6. providing professional development opportunities for school staff to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

I.S 73 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 I.S 73's 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, I.S 73 will:

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Community Services (NYC) and the Office for Family Engagement and Advocacy. This template is aligned to fully comply with the parent involvement requirements as outlined in Title I, Part A, Section 1118 of the No Child Left Behind (NCLB) Act.

- 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 Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills.
- maintain a Parent Coordinator (or a <sup>2</sup>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 for Family Engagement and Advocacy (OFEA).
- 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 Title I Parent Annual Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act.
- schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions.
- translate all critical school documents and provide interpretation during meetings and events as needed.
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

**I.S 73 will further encourage school-level parental involvement by:**

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Please note that only New York City Public schools that have attained a student population of two-hundred (200) or more will receive funding to hire a Parent Coordinator.

- holding an annual Title I Parent Curriculum Conference
  - hosting educational family events/activities during Open School Week and throughout the school year
  - encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council
  - supporting or hosting District Family Day events
  - establishing a Parent Resource Center or lending library; instructional materials for parents
  - hosting events to support 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 regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand
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### **I.S 73 School-Parent Compact**

**I.S 73**, *[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. IS 73's staff and the 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.

#### **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 State 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 a Title I Parent Annual Meeting (prior to December 1<sup>st</sup> of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved
- arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, child care or home visits 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 communicate with limited English speaking parents effectively
- 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., Open School Week)

**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 partnerships with 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

#### **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. I will also:
  - 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., school or district Title I Parent Advisory Councils, School or District Leadership Teams
  - share responsibility for the improved academic achievement of my child

**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

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by SLT on January 19, 2011

This Parent Involvement Policy was updated on January 21, 2011

The final version of this document will be distributed to the school community on February 8, 2011 and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

**Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

## Section I: Schoolwide Program (SWP) Required Components

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB.

**Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

I.S 73 collects a variety of assessments, in addition to formal assessments such as the NYS English Language Arts exam, NYS Mathematics exam, NYS Science exam and NYSESLAT

These assessments include:

- Pre & Post Tests (Department Generated)
- Acuity Predictive and Diagnostic Assessments

ELA/ESL and SWD Teachers maintain a T.A.N (*Teacher's Assessment Notebook*). These T.A.Ns are used to diagnose and document student needs, and prescribe appropriate intervention strategies.

The data collected in the T.A.N. may include:

- Teachers College Running Records (administered 4x a year)
- Annotated Bibliography – a list of books students read as well as their summaries/reflections
- Reading Conference notes
- Teacher's notes during guided reading/writing sessions
- Quick writes
- Student's self-assessments

In Mathematics, teachers use *Student Support Logs* (SSL) as means of focusing on instruction based on individualized student needs. This data includes:

- Results from grouping students based on their needs and differentiated instruction during the work period
- Pre and Post unit assessments
- Conferences with students and use of a Student Support Log to monitor student progress

In Social Studies, teachers record and utilize student data through the use of the *S.S.C* (Social Studies Checklist) in order to provide targeted intervention for the purpose of promoting literacy in the content area.

In Science, teachers observe, record, and analyze student data through the use of the *S.A.N.* (Science Assessment Notebook) to provide instruction based on the individualized needs of students. The *S.A.N.* focuses on student comprehension and applicability of the Science Process Skills.

The gathered data is shared with appropriate staff members to help them understand student performance. The Cabinet Team (principal and assistant principals) meets twice a week to discuss school data, assess and evaluate instructional programs, and plan next steps for building the capacity of teachers to better meet the needs of their students. The members of the Standards Based Instructional Leadership Team (SBILT) meet weekly to focus on issues, content, and processes consistent with where we are on the continuum of implementing standards-based instruction. The team sets school goals as well as collect, analyze and monitor student performance results. The members of the School Leadership Team (SLT), consisting of parents, teachers, and principal, meet monthly to discuss school-wide issues that may include programming, school data, Comprehensive Education Plan, etc. The Data Inquiry Team meets weekly to track targeted student progress, discuss long and short-term goals, as well as use gathered data to discuss implications for instruction on a school-wide level. A case study (encompassing the collected data) is written so that appropriate implementation of effective and non-effective instructional strategies can be shared with others.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
  - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
  - Help provide an enriched and accelerated curriculum.
  - Meet the educational needs of historically underserved populations.
  - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
  - Are consistent with and are designed to implement State and local improvement, if any.

I.S. 73 relies on data that is used to assess the quality of teaching and learning through the use of various assessment instruments for diagnosing individual students. This wide array of data is used to identify strengths and weaknesses and to develop improvement strategies. In addition to formal assessments such as the NYS English Language Arts exam and the NYSESLAT, I.S. 73 collects a variety of formative and summative assessments. As a result of our findings our teachers develop lessons that use scaffolding methodologies such as modeling, bridging, schema building, graphic organizers and semantic maps. Balanced Literacy within the workshop model facilitates instruction and practice in a small-group setting.

Our school has worked diligently during the past few years to create a full balanced-literacy environment and completely adopt the workshop model into all content area curriculums. One of our main goals has been to incorporate differentiated instruction into this model by focusing on differentiated instruction, with regard to pre-/post-assessment results, that gauge student levels of need and assess learning. In addition, we have promoted the use of flexible grouping in each classroom in order to foster this differentiation. This year (2010-2011 school year), our focus is to tier instruction in all content area classrooms so that students are being challenged at their independent level of learning and being asked questions that are leveled based on each tier in Bloom's Taxonomy. It is our goal that, by the end of this academic year, the tiering structure will be fully implemented into all content area classrooms so that students continuously produce work at independent levels while at the same time being challenged through tasks given and questions asked.

3. Instruction by highly qualified staff:

Instruction by highly qualified staff will take a data-driven approach to improving student performance, using item skills analysis and other indicators to identify and address student weaknesses and target areas for growth on a continuous basis. Ongoing assessment will be both formal and informal. To meet and exceed City and State performance standards, student in grades 6-8 will be administered periodic assessments in reading and mathematics. Item skills analysis generated from these assessments (ACUITY, Prosper pre & post unit assessments) will help teachers focus on specific student areas in need of extra instructional support and to inform instructional decisions. Other assessments, both formal and informal, will also be used to drive instruction. These assessments will help teachers make appropriate decisions as they utilize differentiated instructional practices to plan lessons and activities for small group instruction.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

As a result of our findings, I.S. 73 has aligned its instruction and resources around providing professional development to help address student and teacher needs. Through collaboration and staff development, teachers are trained to differentiate instruction to meet the needs of ELLs and Students with Disabilities. All teachers received the following text: **Mentoring Minds: Master Instructional Strategies**

Committees such as the Cabinet Team and Standards Based Instructional Leadership Team review and discuss specific professional development activities that are anchored on an objective over a period of time to improve students' demonstrated

knowledge and skill in reading, writing, mathematics, curriculum-based assessments and state assessments. The teams' goals are to create an emphasis on literacy, vocabulary development, and language acquisition strategies throughout the content areas.

Literacy coaches and Assistant Principals schedule and conduct workshops on the components of the balanced literacy program: on grade level genre and author studies, 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grades. In addition, workshops focusing on differentiating instruction using data such as the Prosper Assessments have also been embedded into the framework of each of the professional development sessions and common planning periods. The Math Coach schedules professional development session focusing on gathering and analyzing student data, differentiating instruction using tiered activities in each lesson, and grouping students based formal and informal assessments.

Common planning periods provide teachers with the opportunity to discuss best practices as well as curriculum implementation. Data Inquiry team members, ELA teachers, and AIS teachers of the selected students meet to discuss effective and ineffective strategies, which are then turn-keyed in a professional development or common planning setting.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

- Teacher resource center and professional library supported by literacy and math coaches to promote good and effective practices
- Intensive criteria for selection of new staff members including demonstration lessons, interviews, and New York State certification/licensing
- Professional literature and focused professional study groups to support teaching reading and writing in the content area
- Participate in Job Fairs; interviewing and selection of staff establish partnership with Queens College Secondary Education Dept. in supporting student teachers.

6. Strategies to increase parental involvement through means such as family literacy services.

Our parent coordinator will continue to actively involve parents in their child's education. They will continue to expand and enhance their role as a member of our school community. She is instrumental as a liaison among parents and the community. In addition, our parent coordinator will disseminate information to parents regarding NYS Standards and NYC promotional policy, as well as progress regarding the implementation of I.S. 73's instructional school design.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

Not Applicable for IS 73

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

I.S. 73's teachers will continue to take a data-driven approach in improving student performance, using item skills analysis, portfolio assessment, and other indicators to identify and address student weaknesses and target areas for growth on a continuous basis. They will provide ongoing assessment, both formal and informal, in order to meet and exceed State performance standards. Our school's Standards Based Instructional Leadership Team consisting of the principal, assistant principals, coaches and content area teachers who meets once a week. By meeting together they are able to strategically build capacity and sustain change to produce and maintain high levels of student achievement as well as align standards, curriculum, assessment, instruction and instructional materials to improve performance capabilities of students, teachers and administrators. Parents are informed of the findings at PTA meetings and Parent Teacher Conferences.

Samples of students' writing were analyzed by Literacy Team members. The literacy team comprised of the ELA Assistant Principal, ESL Assistant Principal and Literacy Coaches, who meet regularly to discuss the needs of our student population based on findings in informal/formal assessments (Teacher Assessment Notebooks, Acuity, Interim Assessment Reports, Running Records, and State exams as reported on the annual school report card).

In addition to department and academy conferences, which allow teachers to meet and discuss goals and instructional issues, a UFT consultation committee meets monthly with the principal to help foster a professional environment where decisions are made collaboratively and discourse is centered on improving student achievement.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Student support services ensure that students develop literacy skills, life skills and positive personal attributes that will enable them to meet state standards as well as be successful in their personal endeavors. In addition to focusing on student academic performance, other issues associated with "at-risk youth" are also taken into account. The school's Pupil Personnel Team, with representation by administration, staff, parent, and support personnel (guidance counselors, school psychologist, etc.) tailors pupil personnel services and policies to meet the needs of our educational community and individual students. Our Pupil Personnel Team focuses on creating individual student intervention plans, implementing attendance plans, and integrating school and community resources, as well as making recommendations for school related services such as counseling, AIS, and other appropriate interventions.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

I.S. 73 recognizes that in order to meet the diverse needs of the students and families of this community, the role of the school has to expand beyond traditional definitions of teaching and education. Thus, we are able to provide services and opportunities that address the academic, social and health needs of the community by establishing partnerships with community-based organizations such as:

- Maspeth Town Hall
- Trust For Public Land

## **Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### ***Explanation/Background:***

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which

program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source	Program Funds Are	Amount Contributed	Check (✓) in the left column below to verify that
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	<i>(i.e., Federal, State, or Local)</i>	“Conceptually” <sup>3</sup> Consolidated in the Schoolwide Program (✓)			to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	the school has met the intent and purposes <sup>4</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X			\$880,039	X	Pages 18 -34
Title I, Part A (ARRA)	Federal	X			\$36,031	X	Pages 18 -34
Title II, Part A	Federal			X			
Title III, Part A	Federal	X			\$45,520	X	Pages 18 -34
Title IV	Federal		X				
IDEA	Federal		X				
Tax Levy	Local	X			\$6,372,290	X	Pages 18 -34

## Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

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**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

## **APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>5</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

### **Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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School Under Registration Review (SURR)



## APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

Currently, there are **seven** students eligible for STH services. However, our school realizes that these numbers may change over the course of the year or from month to month. Therefore, student data regarding STH will be carefully monitored.

2. Please describe the services you are planning to provide to the STH population.

Our school will adhere to the NYSED guidelines for the use of STH services and funds by ensuring that STH eligible students have equity and access to all student services including all instructional programs, AIS programs and applicable student support services, as determined by our needs assessment of the targeted population. Title I funds will be used to provide additional supports to STH eligible students that will include but not be limited to the purchase of school supplies, emergency personal supplies, eyeglasses, book bags, school uniforms, metro cards, etc. However, these funds will not be used to defray costs related to graduation or for any other purchases that are not allowable.



**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	I.S. 73 - The Frank Sansivieri Intermediate School					
<b>District:</b>	24	<b>DBN:</b>	24Q073	<b>School</b>	342400010073	

**DEMOGRAPHICS**

Grades Served:	Pre-K		3		7	v	11		
	K		4		8	v	12		
	1		5		9		Ungraded	v	
	2		6		v	10			

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		94.4	95.1	94.9
Kindergarten	0	0	0				
Grade 1	0	0	0	<b>Student Stability - % of Enrollment:</b>			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		93.8	95.4	94.2
Grade 4	0	0	0				
Grade 5	0	0	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	347	355	306	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	678	587	597		67.6	83.4	82.2
Grade 8	659	710	626				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		4	20	38
Grade 12	0	0	0				
Ungraded	10	9	5	<b>Recent Immigrants - Total Number:</b>			
Total	1694	1661	1534	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					90	72	56

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	67	69	56	Principal Suspensions	382	405	402
# in Collaborative Team Teaching (CTT) Classes	74	71	78	Superintendent Suspensions	62	48	59
Number all others	73	79	76				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	122	114	106
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	23	23	17
# receiving ESL services only	244	303	TBD				
# ELLs with IEPs	46	84	TBD				

*These students are included in the General and Special Education enrollment information above.*

<b>Number of Educational Paraprofessionals</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	8	11	21

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	1	0	26	% fully licensed & permanently assigned to this school	100.0	99.1	98.0
				% more than 2 years teaching in this school	66.4	74.6	93.4
				% more than 5 years teaching anywhere	51.6	55.3	73.6
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	89.0	91.0	94.3
American Indian or Alaska Native	0.2	0.1	0.1	% core classes taught by "highly qualified" teachers	97.9	96.6	94.0
Black or African American	1.1	1.1	1.5				
Hispanic or Latino	59.7	62.1	63.7				
Asian or Native Hawaiian/Other Pacific	27.4	26.5	23.6				
White	11.5	10.2	9.6				
Male	48.9	49.6	48.4				
Female	51.1	50.4	51.6				

#### 2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

#### Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:	v	ELA:	
Math:	v	Math:	
Science:	v	Graduation Rate:	

#### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native	-	-	-				
Black or African American	-	-	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	v	v					
White	v	v					
Multiracial							
Students with Disabilities	vsh	v					
Limited English Proficient	v	v					
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>7</b>	<b>7</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>				NR	
<b>Overall Score:</b>	64.5	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	4.5	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	12	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	37.5						
<i>(Comprises 60% of the</i>							
Additional Credit:	10.5						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>CFN #208</b>	District <b>24</b>	School Number <b>073</b>	School Name <b>Frank Sansivieri IS</b>
Principal <b>Camillo V. Turriciano (IA)</b>		Assistant Principal <b>Gail Elefther-Jerez</b>	
Coach <b>Elizabeth Johnson</b>		Coach <b>Paula Corsi</b>	
Teacher/Subject Area <b>Kassiani Sideris</b>		Guidance Counselor <b>Terry Becerra</b>	
Teacher/Subject Area <b>Jocelyn Strategakos</b>		Parent <b>type here</b>	
Teacher/Subject Area <b>Cathy Pagan</b>		Parent Coordinator <b>Daisy Rangel</b>	
Related Service Provider <b>Brenda Bredes</b>		Other <b>Cyndi Brown</b>	
Network Leader <b>John O'Mahoney</b>		Other <b>Ellen Andriello, AP</b>	

### B. 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	<b>7</b>	Number of Certified Bilingual Teachers	<b>1</b>	Number of Certified NLA/Foreign Language Teachers	<b>3</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>1544</b>	Total Number of ELLs	<b>304</b>	ELLs as Share of Total Student Population (%)	<b>19.69%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

#### Part II: ELL Identification Process

1. When we get a new admit from outside the country, the first step taken is an interview with the parent conducted by a licensed pedagogue, i. e. a guidance counselor or the ELL coordinator. During this interview, we investigate the extent of schooling in the native country, as well as proficiency in English and/or the student's native language. The HLIS form is completed by parent or guardian. At this time, we assess English skill by interviewing the student and having him/her write a short paragraph for us. We use this to help determine placement. Once we enter a home language on the HLIS, the student is placed in an appropriate class and administered the LAB-R exam by the ELL coordinator or an appropriately trained ESL teacher. This is completed well within the ten-day time limit the state requires. If the student passes the LAB-R, he/she is then moved to a general education class and the parent is notified, usually through a call from the guidance counselor.

All ELLs are evaluated annually through the administration of the NYSESLAT Examination. This includes the special education ELL students whose IEPs exempt them from ESL services.

2. We conduct parent orientations in two ways:

- If the parent has time, we discuss the programs and show the video when they come into the building to enroll their children.
- We run parent orientation meetings periodically with the help of the parent coordinator and several staffers who serve as translators. These meetings are facilitated by the ELL Coordinator, who IS a licensed pedagogue.

For those parents who cannot get to the school due to multiple responsibilities, we orient parents during the PTA meetings, and at parent-teacher conferences. Our ESL teachers keep program selection surveys so that they may orient the parents when they get to the school. We take advantage of any school event that brings parents to the building.

The state requires that placement of ELLs must occur within ten days, and parent orientation occurs within this framework. We utilize our parent coordinator and various staff members to call homes of new ELLs and invite the parents to the orientation meetings. At these meetings, each program is explained thoroughly, first through use of the video. Then, clarification is provided and questions answered.

Parents then complete the program selection survey based upon the information we've provided. The three programs are as follows:

--Freestanding ESL: ESL classes meet for the mandated number of periods with a duly licensed pedagogue with experience in teaching English to speakers of other languages. All content area classes are taught in English with support in the native language through classroom libraries and use of dictionaries which they carry with them from class to class. Additionally, support is delivered through extra enrichment periods filtered into their program.

--Transitional Bilingual Education: We do not have this program at this time, since parent option has not supported it. However, the parents are still informed about it so that they may make an informed choice. This involves a beginning with 25% of instruction in English and 75% in the native language and gradually increases the amount of English. By year's end, the students are supposed to be receiving instruction in the native language 25% of the time, and in English 75% of the time.

--Dual Language: The dual language program aims to promote learners who become biliterate and bicultural. The program is taught 50% in English and 50% in the target language, with the class composition half English speakers and half speakers of the target language. The philosophy is that the students who are non-native speakers of the target language become fluent in that language, and those who speak the target language learn English simultaneously.

3. As previously mentioned, we ensure that letters are returned by taking advantage of any school event that delivers parents to the building. We have also instituted a policy whereby a student's report card for the first quarter is withheld until we have his/her letter. We do this by forwarding a list of names to the assistant principal of the appropriate academy so that the report cards can be pulled. Parent letters are copied, and both sets of letters are stored in the office of the ESL assistant principal. They are filed by class, alphabetically by student surname. The letters are distributed through the ESL teachers, who understand their purpose and can facilitate their distribution and collection. The ESL teachers then arrange them by class and send them to the ESL supervisor's office.

The Parent Survey and Selection Forms are filled out after the orientation and collected and filed on the spot. For those parents who cannot make an orientation meeting, letters of entitlement/invitation are sent home with students. They include a request that the parent come to school for orientation. If he/she cannot attend, the form is filled out and sent back with the student.

4. As described above, we have an interview process that we conduct when a student is first brought into the building. Three of

our four guidance counselors are Spanish-speaking, as is our ELL coordinator. For interviews in Chinese, our IEP data specialist assists us. We also have two additional teachers and one paraprofessional who act as Chinese interpreters. After the LAB-R is administered and hand scored, we double-check our initial placement of the student. If we decide that a class change would benefit the student, we will transfer the student and have the guidance counselor contact the parent to inform him/her.

5. Overall, the parents have preferred to have their children immersed in English. Surprisingly, they tend to choose freestanding ESL programs. We describe in detail the support system in place here to help their children gain proficiency in English (enrichment periods with their ESL teachers, AIS, Title III, small group instruction, etc.).

6. ESL programs in this school are indeed aligned with parent choice. Parents are generally satisfied with our ESL program. We also reach out to parents through Title III, where we have an ESL class for them so that they can practice at home with their children.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

K  1  2  3  4  5   
 6  7  8  9  10  11  12

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.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>							0	0	0					0
<b>Dual Language</b> <small>(50%:50%)</small>							0	0	0					0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>							4	4	4					12
<b>Push-In</b>							3	3	5					11
<b>Total</b>	0	0	0	0	0	0	7	7	9	0	0	0	0	23

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	304	Newcomers (ELLs receiving service 0-3 years)	144	Special Education	79
SIFE	36	ELLs receiving service 4-6 years	92	Long-Term (completed 6 years)	68

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

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

	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	144	20	6	92	12	32	68	4	30	304
<b>Total</b>	<b>144</b>	<b>20</b>	<b>6</b>	<b>92</b>	<b>12</b>	<b>32</b>	<b>68</b>	<b>4</b>	<b>30</b>	<b>304</b>

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

### C. Home Language Breakdown and ELL Programs

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

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

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

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							64	67	65					196
Chinese							7	27	33					67
Russian														0
Bengali							1	1	1					3
Urdu									1					1
Arabic							2		1					3
Haitian														0
French														0
Korean								1						1
Punjabi							1	1	2					4
Polish								1						1
Albanian														0
Other							5	10	13					28
<b>TOTAL</b>	0	0	0	0	0	0	80	108	116	0	0	0	0	304

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

1. We have 3 models of instruction for ELLs, and we have aligned our ESL instruction very closely with the ELA curriculum. The ELLs are taught with the same rigor as their English-speaking counterparts. Within the reader's and writer's workshop, lessons provide standards-based instruction that is aimed at fostering language and literacy. Through the utilization of workstations, leveled libraries, units of study, Literature Circles, conferencing, and technology, we strive to bring ELLs to greater levels of language proficiency. We provide NLA support through native language leveled libraries whenever possible.

Balanced literacy in the workshop model facilitates instruction and practice within small groups. In their English classes, students are grouped according to their abilities. Instruction is data-driven and differentiated to meet the needs of all ELLs. Through conferencing during work time, teachers can assess areas of need.

a/b. Push-In Model:

Students in the Free Standing Model will be mainstreamed for all subjects, such as Social Studies, Math, Science, Gym, Music, Art, and Technology. All LEPs are expected to meet the NYS ESL Learning Standards. Certified ESL teachers will push into their ELA classes in order to service their ELLs in those classes with the mandated number of periods of ESL, in compliance with CR Pt. 154 and the Language Allocation Policy. ELLs are taught in the Workshop Model in all subjects, with an emphasis on development of academic language. This model utilizes strategies such as paired reading, read aloud, literature circles, re-telling, graphic organizers, journal writing, etc. Through these strategies, teachers can focus on student understanding in content and linguistic structures. Emphasis on academic language helps ELLs succeed across content areas in the four modalities: speaking, listening, reading, and writing.

Freestanding Model:

Our freestanding ELL classes are grouped in several ways: We have both heterogeneously and homogeneously grouped block programmed classes. They are programmed together for all subjects, such as Social Studies, Math, Science, Gym, and Technology. Some of our ELL groups are being serviced through the push-in model and taught collaboratively. We have minimal pullout ESL classes, predominantly for our SpEd ELL population. This is done in order to comply with CR Pt. 154 regulations. All ELLs are expected to meet the NYS ESL Learning Standards. Students are serviced by certified ESL teachers for the ESL periods, based upon their level of English language proficiency, and certified content area teachers for all others. This program is designed to help beginner and intermediate ELLs improve their skills in the four modalities: speaking, listening, reading, and writing. The Workshop Model of instruction is used for all subjects. Using such strategies as paired reading, read-aloud, re-telling, graphic organizers, journals, and literature circles. Through these strategies, teachers can focus on student understanding in content and linguistic structures. Emphasis on academic language helps ELLs succeed across content areas.

2. In order to comply with CR Part 154 and Title III regulations, all students at the beginner and intermediate levels must receive a mandated 360 minutes (8 periods) of ESL instruction per week, while advanced students receive 180 minutes (4 periods) per week. The results of the NYSESLAT examination will determine their levels each school year. CR Pt. 154 mandates the above units of instruction; however, students can receive more services if deemed necessary and appropriate. Many of our ELLs receive over and above their mandated ESL/ELA instructional periods through ESL enrichment and AIS. All ELLs are mandated to participate in the extended day

instructional program.

#### Transitional Bilingual Program:

Should a Bilingual Spanish class once again become necessary, instruction would include Native Language Arts, Math, Social Studies, and Science. Spanish and English would be used for the language instruction. Instructional strategies applied in Differentiated Instruction, ExCell, QTEL, Cooperative Learning, The Workshop Model, and second language acquisition would be addressed in all ESL/Bilingual content area classes. The instructional materials would adhere to the NYS ESL Learning Standards, NYS Native Language Arts Standards, and City of New York Performance Standards. ELA classes in all programs are taught by certified ESL teachers. Since the overwhelming majority of TBE students are newcomers, teachers have been trained to use alternate means of communication with these students, such as TPR, display of realia, using maps, pictures, and diagrams, using non-linguistic prompts for more difficult vocabulary, breaking down complex sentences into a series of smaller sentences, etc.

#### 3/4. Plan for SIFE

After giving new students the LAB-R exams, interviewing them, looking up reading scores in ATS if available, we will have a better idea of students' levels of literacy. We have purchased special leveled libraries, which are at levels both below and above the competency levels of these students. In that way, they can begin at levels which are less intimidating, and when they feel successful, they can move to higher level reading. Many of these libraries are dual language, so that they may have the literature in their native language as well. We have provided SIFE with special newcomer kits, as well as phonics labs to enhance literacy skills. Classroom grouping will provide for differentiation of instruction so that the teacher may focus on the special skills targeted for improvement. All ESL teachers and the majority of content area teachers (4 cohorts) have been trained in Carol Ann Tomlinson's Differentiated Instruction Strategies (under the auspices of ASCD). We have sent several content area teachers to Dr. Robert Marzano's workshop entitled "The Challenge of Academic English: Research-based Instruction for Language and Literacy Development". We are in the beginning stages of implementing the comprehensive approach to teach academic vocabulary utilizing Robert Marzano's six-step strategy. The six-step process will be the philosophy utilized in all ELL classrooms across all content areas.

These students present special challenges, since they must be socialized as well as educated. We encourage these students to participate in our Title III program, where they receive additional support. We are using Title III funds to start a parent ESL class once again. This creates a bridge between the home and the school, and hopefully encourages both student and parent to try to communicate in English outside the school community.

Other interventions in place are small-group instruction, Focus on Fluency, a computer program for struggling readers, and ESL enrichment periods filtered into the school program.

We support the teachers of SIFE with professional development, curriculum development meetings, and common planning periods. During these meetings, teachers are presented with strategies that will help these students achieve their utmost potential.

Inquiry team data is presented as well.

#### Plan for Newcomers

We have one class in each grade composed predominantly of newcomer ELLs. These classes get 5 extra periods of ESL per week. We are implementing a new program called "Step up to Writing", which is a multi-sensory approach meant to improve literacy in all four language modalities. We have purchased listening centers. System 44 is a phonics-based program for newcomers that will be implemented in one classroom this year. Selected classes will also be encouraged to use the Focus on Fluency program on laptop computers purchased by the school.

#### Plan for ELLs with 4 - 6 years of service:

Our 4 - 6 year ELLs are held to the same rigor as their English-speaking counterparts. However, this year, to support their needs as ELLs who, based upon individual data analysis, are still weak in reading and writing, we will provide them with the new program, "Step up to Writing". For all ELLs in this category, we will utilize "Achieve 3000", which includes a special Spanish version for Spanish-speaking ELLs. Additional literacy support is provided by ESL enrichment periods which are over and above the number of periods of ESL mandated by CR Pt. 154.

#### Plan for Long-Term ELLs

We have extra literacy support classes (ESL Enrichment) programmed for all ELL classes. We also have an after-school Title III program in ESL. The Title III AIS program places special emphasis on literacy and math skills to help long-term ELLs succeed. In this program, we not only focus on literacy skills, but we also provide intensive work on language development through the content areas. Topical vocabulary is

stressed during these lessons.

Other Title III classes focus on language development, listening and speaking skills, and use of technology to support those skills. In the spring term, students focused on skills they would need to handle the NYSESLAT examination, including intensive study of vocabulary, reading and listening skills, and ultimately, writing practice.

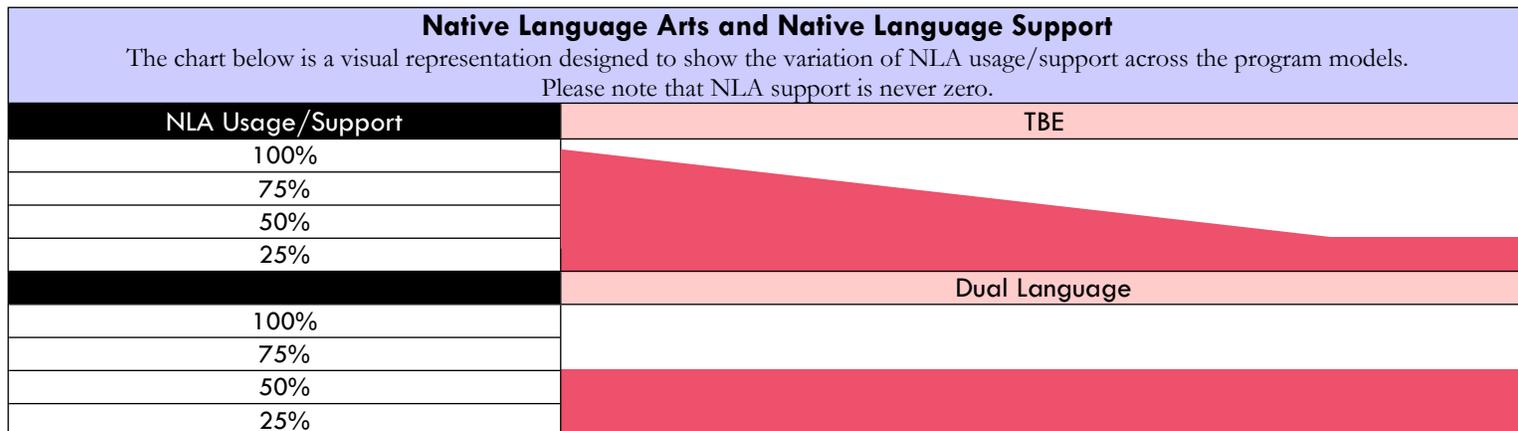
The push-in model allows for the ELA and ESL teachers to confer on the progress of these long-term ELLs, which is another step toward meeting their individual needs. Reinforcement of the habits of proficient readers is paramount, and instruction must be geared toward developing skills such as inferencing, main idea, and cause and effect. Since, by this time, most ELLs are fluent in spoken English, focus must be on reading and writing skills.

**Plan for ELLs with Special Needs**

For ELLs with special needs, historically we have serviced them through pull-out ESL. This has always been difficult, since SpEd classes cannot be changed, and getting these students to class was a hardship. This year, we are servicing the majority of our SpEd ELLs through the push-in model. This supports classroom instruction and allows for special grouping in context of the classroom teacher’s regular daily lesson. A minimal number of pull-out classes is necessary, and we also have some of our teachers programmed for small-group instruction. The SpEd population is serviced through these periods as well. Achieve 3000 is utilized with our SpEd ELL population. It is a web-based program that is individualized to each student’s level and need.

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

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



	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

### B. Programming and Scheduling Information--Continued

5. 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

5. Our targeted intervention program for ELLs is providing 5 extra periods in literacy using the "Step up to Writing" approach, as well as targeting ELLs who received a level 1 on the ELA exam with Achieve 3000. Achieve 3000 is a web-based, individualized program that is scientifically proven to accelerate reading comprehension, vocabulary, writing proficiency, and performance on high stakes tests. It is matched to each student's individual Lexile level, and utilizes technology to help each student progress in reading and writing proficiency. Teachers are provided easily-obtained data through the computer. In addition, some ELLs are targeted for an AIS Math program entitled "Math Readiness".

6. Newly proficient ELLs will be invited to participate in our Title III ESL Program to provide them support, test-taking strategies, and to build their literacy skills and self-confidence.

### C. Schools with Dual Language Programs

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

Part B (Continued)

6. (Continued) In addition, 95% of our staff has been trained in differentiated instruction strategies, thereby affording all students, not just ELLs, support during their lessons. They receive Tier 1 intervention through conferencing and small group instruction.
7. We have mentioned the Achieve 3000 and "Step up to Writing Programs above. In addition, all classrooms with ELLs have been provided with several new computers. Those computers in our pullout rooms are equipped with System 44 and Read 180.
8. We are no longer using Read 180 as a principal ESL program because the student data did not support expected outcomes. However, we will be using it as additional support for pullouts and small-group instruction.
9. We have Maspeth Town Hall, which is an after-school recreational program. Opportunity to participate is offered to ALL students in the school, including our ELLs. Historically, many of them have participated. The Title III AIS Program for ELLs is, of course, for ELLs and transitional ELLs, an is offered to all ELLs across the board.
10. We utilize overhead projectors and laptop computers in the course of our instruction to create visual aid. These support delivery of lessons, as well as development of special projects. We have leveled libraries as well as native language books, and we have distributed a dictionary to every ELL in the building. We have distributed Robert Marzano vocabulary books to all ELLs and this methodology is supported in the classroom. Students are also supported through use of word-to-word dictionaries in the classroom and on standardized examinations. We have also purchased listening centers which are available in all ELL classrooms. We also use System 44 and Achieve 3000 with newcomers.
11. As previously mentioned, word-to-word dictionaries are available in most of the native languages represented. We have also purchased English dictionaries for students to use along side the translation dictionaries. Their aim is to help students with vocabulary across the content area. Native language libraries are available in the school, as well as in the school library. The school librarian supplies the library with books in several languages represented among our student body. ELLs whose IEPs specify a bilingual para will receive that service as well. That provides native language support for selected ELLs.
12. Our ELA and ESL programs are meticulously aligned, and materials and supplies are age-appropriate and rigorous. Literature provided through classroom libraries is age and grade appropriate.
13. Many of our feeder schools visit us in May and June for articulation; this makes their transition smoother. They tour the building at that time and are introduced to the teams of people who will be here to assist them. All parents of new students, not only ELLs, are sent information packets in the mail during the summer. In these packets is an invitation to attend an orientation with their children. This happens during the summer, usually in August. Parents are presented with school handbooks, introduced to academy teams, including guidance counselors, the principal, and assistant principals. Thereafter, they are provided with a tour of the building. During these sessions, parents are given the opportunity to ask questions and express concerns.
14. There are no language electives offered to ELLs at this time.

#### D. Professional Development and Support for School Staff

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

1. All content teachers of ELLs will be trained in differentiated instruction. Many have already been trained in and QTEL methodologies. Libraries reinforce content vocabulary. Word walls appear in all content, as well as ELA classrooms. Many of our content area teachers of ELLs have participated in Dr. Robert Marzano's workshop entitled "The Challenge of Academic English: Research-based Instruction for Language and Literacy". Our literacy coach was trained as well. Those who were not sent to the workshop last year will have ongoing turnkey training in the proper use of the methodology. Our next steps for the current school year are to deepen our understanding of how to use our Marzano vocabulary methodology in all ELL classrooms. We will conduct several professional development sessions in implementing this approach. Teachers who share ELL classes will work in teams to plan collaboratively. All content area ELL teachers are trained through common planning periods with assistant principals, lead teachers, and coaches who have been trained in QTEL and differentiated instruction techniques. Our math coach and literacy coaches provide training all year long for co-teachers of push-in classes.

2. Intermediate School 73 places high priority on helping students become comfortable with changes in their academic lives. Therefore, we have high school fairs in the building from the beginning of the school year through the high school application process. Flyers are sent home in varying native languages to inform the parents of high school fairs both inside and out of our building. In the spring semester, a variety of schools into which our students feed will visit here and special assemblies will be held to orient students. For staff, guidance counselors come into classrooms to explain the whole process of moving to high school. Discussions include teachers so that they may help their students. This

is also presented in the LUS for each category and modality. Teachers who are free are invited to participate.

3. All content area departments will be trained in Marzano's Six Step Vocabulary Development. Workshops will be offered throughout

**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)							13	26	19					58
Intermediate(I)							23	37	34					94
Advanced (A)							59	45	22					126
Total	0	0	0	0	0	0	95	108	75	0	0	0	0	278

the process of admitting students is different for potential ELLs. This training will take place in January.

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	for SWD/ELLs.							9	5	11				
	I							6	11	9				
	Parental Involvement							28	26	10				
	Describe parent involvement in your school, including parents of ELLs.							46	61	41				
READING/ WRITING	Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?							9	25	18				
	How do you evaluate the needs of the parents?							21	34	34				
	How do your parental involvement activities address the needs of the parents?							58	44	21				
	of ELLs are provided with workshops on an ongoing basis. Some of these include:							1	0	0				

b) Understanding the NYSESLAT examination

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	36	40	3	0	79
7	39	47	3	0	89
8	41	31	3	0	75
NYSAA Bilingual Spe Ed					0

Mental Illness does workshops dealing with Special Education issues. The FDNY will present a workshop on fire safety as well. This year,

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	13		53		22		8		96

**Part V: Assessment Analysis**

NYSAA Bilingual Spe Ed									0
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NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	18		48		27		3		96
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

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

Native Language Tests	
# of ELLs scoring at each quartile	# of EPs (dual lang only) scoring at each quartile

	(based on percentiles)				(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)	0	0	0	0				
Chinese Reading Test	0	0	0	0				

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

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

1. We are using Fountas and Pinnell and TCRWP Running records. The data informs us that we have a variation in reading levels from pre-primer through level Z. The analysis of these levels is consistent with the NYSESLAT levels. The ELLs who've scored on the beginner and intermediate levels have shown reading levels at least two years behind the expectation for their grades. Some of the children who have just arrived in the country are reading on level AA, or not at all. The advanced students in our grade 8 ELL class have scored between levels M and Z, Z being on-grade for grade 8. The data support the need for intensive reinforcement of academic vocabulary across content along with the infusion of differentiated instruction techniques in the teaching of reading strategies.

We also use Acuity testing in ELA and mathematics, as well as pre and post tests for each unit of study. We are utilizing this data to focus instruction on individual students' needs. The teachers have been trained to use ARIS to examine specific data to group their students and differentiate instruction to meet their needs. Teachers examine each question to ascertain each student's weakness in a particular skill.

2. ELA results among ELLs who were not considered LEP show the majority of students in all three grades scored either level one or level two. Many of our ELLs were first time test takers. In the 6th grade, there were more children scoring level 2 than 1. There were no level 4 scores in ANY grade. The 7th grade had the greatest percentage of level 2 scores of all three grades. There were three children on each grade level who scored a three. On the math exam, Spanish, Chinese, and Korean speakers were presented with translation editions of the test. The scores were noticeably better. There were fewer scores of one. The majority of the scores were two and three.

The analysis indicates that we have experienced an improvement in Reading/Writing modalities. This differs from the data we've examined in the past three years, since Reading/Writing has consistently been weaker. What this indicates is that the alignment of ELA and ESL curricula has been a success. However, the numbers also indicate that since last year, we have more students in the beginner phase of Listening/Speaking. This is consistent with the number of newcomer ELLs in our building.

In our analysis we noticed that there is meaningful progression in proficiency levels of our students.

3. We are going to continue emphasizing reading and writing strategies by having all ELLs follow the ELA curriculum, as well as implementing the new program "Step up to Writing". Even though we see growth in the Reading/Writing modalities, the rigor that is

mathematics where the test is available in several home languages, we have experienced an increase in the percentage of level three and four.

Twenty-four per cent received a level three on the exam while 14% scored a level four. We showed an 11.8% gain in levels three and four.

We have seen a growth in NYSESLAT proficiency levels; however, this has not become as evident in the ELA scores where the majority of ELLs have scored levels one and two. See table within document.

School leaders have purchased a new program, "Achieve 3000", for children who are at risk and ELLs who are at level one. Children are provided this AIS program as scheduling allows. Teachers will be using Acuity and pre and post unit tests for tier 2 intervention small-group instruction "conferencing". Pre and post tests help teachers to focus on individual student weaknesses. Teachers and school leaders are also utilizing the Prosper system to generate ELL demographic reports that will compare their progress with that of their English-speaking counterparts. It will be used during common planning sessions in all department areas to drive instruction, both individual and whole group. The data is arranged based on the standards.

5. Not Applicable.

6. We evaluate the success of our programs on an ongoing basis, through the use of inquiry teams, Acuity results, pre and post unit tests, NYSESLAT scores, running records, and teacher input. We have seen growth in all of the above, including overall data.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		