



**Department of
Education**

Dennis M. Walcott, Chancellor



**2011-2012
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL NAME : FRANK SANSIVIERI IS 73Q

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 24Q073

PRINCIPAL: CAMILLO TURRICIANO

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SUPERINTENDENT: MADELENE CHAN

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)	
Kathleen Brennan	Member/Parent	
Gayle Lupo	Member/Parent	
Connie Partinico	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.

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

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

By June 2012, there will be a 3% increase of general education students that score a level 3 or 4 on the NYS ELA exam, which will mean an increase from 55.7% (of current students) to 58.7% as measured by the 2012 NYS ELA exam.

Comprehensive needs assessment

Based on our school's 2010-11 Progress Report, there was a slight decline in student progress in ELA. Our school's accountability status for the 2011-12 school year is "Improvement (Year 1) Focused". Ensuring continued academic progress for all students in ELA is of the utmost importance. Therefore, accelerating the student progress in ELA is a high priority goal.

Instructional strategies/activities

ELA teachers will apply specific instructional practices and will be provided with professional development opportunities that focus on utilizing the following:

- Balanced literacy workshop model
- Leveled Classroom Libraries
- Infused test preparation into the curriculum
- Driving whole-class and small-group instruction using data
- Classroom Differentiation: Tiered activities during the work period designed to help students focus on essential understandings and skills, but at different levels of abstractness, complexity, and open-endedness.
- Small Group Instruction: Including Guided Reading and Writing
- Student Goal Sheets – Students establish individualized unit goals based on a skill or standard that is assessed by the pre unit assessment. Students will focus on meeting the established goal during the unit of study, by utilizing different strategies and practices taught by the ELA teacher.
- Develop common core-aligned units of study that incorporate opportunities for students to read and analyze informational texts and write opinions and arguments in response.

Science and Social Studies teachers will apply specific instructional practices and will be provided with professional development opportunities that focus on:

- Driving whole-class and small-group instruction using data.
- Students grouped according to their academic/instructional abilities as well as literacy skills.
- Classroom Differentiation: At times the work period activities appear to be the same, but questions are leveled by depth and complexity to provide appropriate degrees of difficulty based on data and student needs.
- Student Goal Sheets – Similar to what is done in ELA, students establish individualized unit goals based on a skill or standard that is assessed by the pre unit content area assessment. Students will focus on meeting the established goal during the unit of study.

- Common Core State Standards – Teachers will begin aligning units of study that incorporate opportunities for students to view the text critically by examining it from numerous perspectives as well as overall effectiveness of particular aspects of the text.

In addition to using formal assessments such as the **NYS English Language Arts** exam a variety of other assessments are used to monitor student progress and guide teachers to data driven instruction.

These assessments include:

- Teacher created assignments and projects.
- Student work folders and portfolios.
- **Prosper Assessment System - Pre & Post Unit Assessments** (aligned to state standards) in ELA, science and social studies are used to differentiate instruction based on the state standards as well as skills. These assessments provide data regarding student growth within each unit as well as throughout the course of the school year. Due to the alignment to state exams, pre and post unit assessments provide evidence of how students are performing in relation to the standards.
- **ACUITY Predictive and Diagnostic Assessments** in ELA are also used to differentiate instruction based on the learning standards. An analysis is conducted on the performance of all students as well as students in each sub-group for each assessment that is administered.
- **ELA Running Records** are administered 3x each year by the ELA teachers. This data is disseminated to teachers in all content areas and is used to assist them with addressing student needs. Students' growth in reading levels is benchmarked and monitored from the beginning of the year to the end of the year.
- **Exit Cards** are often used at the closing of lessons to assess students understanding of the concept that was taught. This data is used to group students and plan for further differentiation.
- ELA teachers maintain a T.A.N (**Teacher's Assessment Notebook**). Science teachers maintain a **Science Assessment Notebook (S.A.N)**. Social studies teachers maintain the **Social Studies Checklist (SSC)**. These assessment notebooks are used to diagnose and document student needs as well as prescribe appropriate intervention strategies throughout the school year.

Academic Intervention Services

Tier 1 & 2 AIS intervention is not just provided for students that are for at-risk. ELA classes are programmed in literacy blocks of 90 minutes. Tier 1 interventions are provided during the 90 minute block by utilizing differentiated instruction as well as student-teacher conferences, which are based on ongoing assessment of our students' needs. Student assignments are tiered/differentiated by level and questions, designed with teacher understanding of Bloom's Taxonomy and Depth of Knowledge. Tiered activities incorporate rigorous tasks that challenge highest achievers.

Tier 2 AIS intervention is also provided for targeted students that are not at risk. Achieve 3000, which is one of the programs that has been used as the Tier 2 intervention, is being implemented as an additional intervention strategy for targeted students. Students receive standards-aligned nonfiction reading/writing assignments. The Web-based assignments are interactive and provide teachers with ongoing management reports and

diagnostic data that enable individualized intervention based on a given student's needs.

Data Inquiry Team

Students are having challenges taking information from the text and applying it to their writing. We connected to the common core state standards (CCSS), there is an emphasis on providing more rigorous instruction in reading and writing. Our focus, therefore, is on having students increase their levels of performance when it comes to being able to apply information to their writing across all content areas through the research-based strategy of non-linguistic representations to help students organize their thinking. The Core Data Inquiry Team discusses student progress and the instructional strategies that are implemented in each student's classroom, regarding the inquiry study. Inquiry team members turn-key and discuss the effective and ineffective strategies with the content area teachers of the selected students during professional development or teacher team meetings. Although the main inquiry team manages the overall school's inquiry data, the ELA, science and social studies teachers support the main inquiry team's work by providing the team with data at various times during the school year. Teacher team meetings essentially continue this collaborative inquiry work by incorporating the assigned inquiry students into their weekly discussions and data analysis.

Professional Development

- Professional development sessions as well as teacher teams focus on using various data sources (i.e. ELA Running Records, Acuity, Pre and Post Unit Assessments, student work, etc.) to make informed decisions regarding the instructional approaches that are used in each classroom.
- ELA Assistant Principals provide additional opportunities during workshops/planning sessions scheduled at various times throughout the school year. These workshops are aligned with our school's professional development plan.
- ELA Assistant Principals as well as assistant principals of science and social studies provide professional development opportunities regarding CCLS and DOK.
- Lead content area teachers and administrators facilitate in-house professional development workshops that are specific to the departmental goals. In addition, professional development in differentiation and in literacy skills for our faculty and administration has also been provided by consultants from Association for Supervision and Curriculum Development (ASCD).
- All teachers have access to **ASCD PD in Focus**. ASCD's *PD In Focus* provides an extensive library of video clips, articles, and resources addressing research-based teaching practices.

Responsible Staff

Assistant Principals, Data Inquiry Team, ELA teachers , Social Studies and Science Teachers, AIS Teacher

Evaluation of Academic Assessments

The following monitoring systems have been established to evaluate and discuss the above mentioned data systems, policies and practices, and in order to determine needed modifications throughout the year:

- **Bi-weekly Cabinet Meetings** - 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.
- **Department & Academy Meetings** – Professional development is provided once a month for teachers within the same content area (department) to discuss department goals, instructional practices and student performance trends. Professional development is also provided once a month for teachers (cross content areas) within the same academy to discuss academy goals and initiatives, as well as discuss student performance trends for the students that each group of different content area teacher teaches. This time is used to gain qualitative data through deeper understanding of collective perspectives and by collegial conversations with teachers.
- **Weekly Teacher Team Meetings (Department & Academy Teams)** - Weekly teacher team meetings allows teachers, within the same content area and same grade level, to meet together to plan and discuss the curriculum as well as effective instructional strategies by using data (i.e. analyzing student work, pre & post unit assessments). This occurs three times a month. Once a month, teacher teams are reorganized into academy teams. Teachers (of different content areas) within the same academy and who have the same students, meet together to discuss student progress and next steps. Students who have been targeted for the inquiry student are also part of the focus of discussion.
- **Weekly Core Data Inquiry Team Meetings** - The Core Data Inquiry Team meets once a week 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.
- **Weekly Literacy Team Meetings** - ELA teachers collaborate with the ELA Assistant Principals to create professional development sessions so that teacher needs are met. These planning sessions are based on formal and informal assessments (i.e. observations, teacher team meetings, classroom walkthroughs, surveys, T.A.N.s) that occur throughout the school year and are used to assist in the implementation of the balanced literacy model.
- **Weekly Standards Based Instructional Leadership Team Meetings** -The members (teachers from all content areas) 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.
- **Design Coach**- Lead assistant principal, who works collaboratively with other assistant principals as well as teachers from different content areas, assists with the monitoring of instructional practices and school-wide goals as well as provides the necessary support that is needed.

Timeline of Implementation

Ongoing from September 2011 to June 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

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 general education children to improve their instructional achievement levels in English Language Arts
2. Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the English Language Arts Curriculum
3. Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their general education child's progress in English Language Arts by providing
4. Providing assistance to parents in understanding English Language Arts Common Core State Standards by facilitating conversations centered around the units of study
5. Professional development workshops for parents on the use of ARIS as a data tracking tool so that parents can be informed about student progress in ELA.
6. Student **Goal Sheets** are completed to reflect progress in unit skills. These goal sheets are signed by parents of students in English Language Arts, Science and Social Studies classrooms and parents are encouraged to engage in reciprocal conversations about expectations and home-school support.
7. Learning Leaders
8. CAP- Parent Workshops
 - o Internet Safety
 - o Bullying
9. **Parent Workshops:**
 - o Cornell University
 - o High School Orientation
 - o Learning Leaders /Training
 - o ARIS Parent Link Workshop
 - o Nutrition and Health

IS 73 will further encourage school level parental involvement by:

- holding an annual Title I Parent Curriculum Conference such as Back to School Night- September 2011
- hosting educational family events/activities during Open School Week and throughout the school year- November 2011
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council
- establishing a Parent Resource Center or lending library; instructional materials for parents located in room 115
- hosting events that support school initiatives during Parents Association meetings
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress in English

Language Arts

- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress with specific material related to English Language Arts
- being able to access our **school website at: www.is73.org** to maintain communication on school events as well as to be informed about class assignments.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

At I.S. 73, prior to hiring a candidate, their credentials are verified by our Network's HR Director to ensure that the candidate holds a valid NYS certification in that license area. The BEDS survey is reviewed by the Principal and the HR director who work with our school to ensure that every teacher assignment aligns with their license areas so that all teachers are reported as Highly Qualified on the BEDS Survey.

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

- Teacher resource center and professional library supported by English Language Arts Assistant Principals 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 Social Studies and Science
- Our administrative staff regularly participates in hiring fairs where pre-screened HQT candidates are interviewed and recruited.
- Establishing a partnership with Queens College Secondary Education Dept. in supporting the grooming of student teachers for in search of the finest level of teaching performance.
- Teachers will be provided with resources from ASCD (PD in Focus and special training sessions with a consultant).
- Instruction by highly qualified staff will take a data-driven approach to improving teaching practice through the use of a formative rubric so that teachers' especially new teachers can be provided with professional development support and/or a teacher mentor to improve student performance.
- Teachers will be assessed in their instructional pedagogy through periodic walkthroughs that provide teachers with timely feedback that enables them to become highly effective teachers.
- If we were to hire a teacher who was not HQT, the principal would work with the network Human Relations point person to ensure that any non-HQT meet all required documentation and assessment deadlines.
- Individualized PD plans are created for teachers to ensure continued improvement.
Targeted teachers attend specific workshops designed by CFN 208 network content specialists to ensure effective teaching.

Service and program coordination

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

In order to provide students with additional instructional and student support programs, so that our students have greater access to CCLS and our parents have a clearer understanding of the ways in which they can help support the achievement of this ELA goal we have supplemented programs as indicated below:

- The Respect for All Program will be a continued focus at IS 73, in the 2011-2012 school year. We are furthering the development of our Student Leadership Team to enable all students, including general education students, to become empowered ELA learners.
- In addition, IS 73 works to develop a positive student culture by providing students opportunities to become actively involved in their community by: Arts Counts, Scripps National Spelling Bee, Greeting Cards for Ronald McDonald residents
- 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.

Our school carefully monitors the effectiveness of these programs/instructional strategies/activities along with the coordination and integration of this/these programs. These services including ELA programs supported by NCLB are coordinated to ensure that there are no duplication of services and to ensure equity and access so that all eligible students (including students in targeted subgroups SWDs, ELLs, Homeless, SIFE, etc.) are provided with services to expedite their progress towards meeting this annual goal and state assessments.

Budget and resources alignment

As a Title I Schoolwide Program school, Conceptual Consolidation allows our school to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, Chapter 57 SQR and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Supervisor per session
- Professional instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during extended day programs.
- Teacher per session for after school programs and differentiated professional development.

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

By June 2012, there will be a 3% increase of ELL students that score a level 3 & 4 on the NYS ELA exam, which will mean an increase from 2.7% (of current students) to 5.7% as measured by the 2012 NYS ELA exam.

Comprehensive needs assessment

Based on our school's New York State Accountability and Overview Report, the ELL student group did not make Adequate Yearly Progress (AYP) in ELA for two consecutive years. Our school's accountability status for the 2011-12 school year is "Improvement (Year 1) Focused". At I.S. 73, ensuring the academic success of our English Language Learners in ELA is of the utmost importance. Therefore, accelerating the progress of our ELL students continues to be a high priority goal.

Instructional strategies/activities

ELA and ESL teachers will apply specific instructional practices and will be provided with professional development opportunities that focus on:

- Balanced literacy workshop model
- Aligning ESL instruction with the ELA curriculum.
- Reader's and writer's workshop lessons providing standards-based instruction that is aimed at fostering language and literacy.
- Leveled Classroom Libraries
- Providing NLA support through native language leveled libraries whenever possible.
- Infused test preparation into the curriculum
- Driving whole-class and small-group instruction using data
- Classroom Differentiation: Student assignments are tiered/differentiated by level and questions designed with teacher understanding of the revised Bloom's Taxonomy. Tasks frequently are accompanied with instructional supports. Examples include but are not limited to graphic organizer with annotations or questions, leveled texts, activities with questions that match the appropriate depth of knowledge for the student group or strategies for skill building. Teachers provide additional supports to ensure success among struggling learners and they craft rigorous tasks that challenge their highest achievers.
- Small Group Instruction: Including Guided Reading and Writing
- Student Goal Sheets – Students establish individualized unit goals based on a skill or standard that is assessed by the pre unit assessment. Students will focus on meeting the established goal during the unit of study, by utilizing different strategies and practices taught by the ELA/ESL teacher.
- Develop common core-aligned units of study that incorporate opportunities for students to read and analyze informational texts and write opinions and arguments in response.
- *Step Up For Writing* Program for ELLs - promote clear communication in students' writing and supply the students with skills and strategies to become successful independent readers and writers. The program exposes students to many different writing strategies, which in turn provides scaffolds to what was already taught.

- Achieve 3000 is programmed into student's schedule as well as utilized within classrooms as a workstation.

Science and Social Studies teachers will apply specific instructional practices and will be provided with professional development opportunities that focus on:

- Driving whole-class and small-group instruction using data.
- Students are grouped according to their academic/instructional abilities as well as literacy skills.
- Classroom Differentiation: Tiered tasks include but are not limited to, using levels of Bloom's Taxonomy so that questions and tasks are matched to student academic levels as well as incorporating varied instructional strategies and, at times, instructional material to support the specific needs of the students in each ability group. Similar to ELA, tasks can also incorporate the use of different leveled texts to match student readability levels as well as graphic organizers to support learning at different levels of complexity.
- Literacy in Content Areas- Emphasis on instruction in reading and writing skills needed for students to perform complex literacy tasks as well as develop proficiency in reading comprehension. Literacy strategies/techniques such as questioning, identifying main idea, finding evidence to support a conclusion, and context clues are embedded in unit planning and assessments.
- Student Goal Sheets – Students establish individualized unit goals based on a skill or standard that is assessed by the pre unit content area assessment. Students will focus on meeting the established goal during the unit of study.
- Common Core State Standards – Teachers will begin aligning units of study that incorporate opportunities for students to view the text critically by examining it from numerous perspectives as well as overall effectiveness of particular aspects of the text.
- Title IID Grant: Technology strategies will be used in ELL classrooms with Title IID trained teachers

In addition to using formal assessments such as the **NYS English Language Arts** and the **NYSESLAT** exam a variety of other assessments are used to monitor student progress and guide teachers to data driven instruction.

These assessments include:

- Teacher created assignments and projects.
- Student work folders and portfolios.
- **Prosper Assessment System - Pre & Post Unit Assessments** (aligned to state standards) in ELA, science and social studies are used to differentiate instruction based on the state standards as well as skills. These assessments provide data regarding student growth within each unit as well as throughout the course of the school year. Due to the alignment to state exams, pre and post unit assessments provide evidence of how students are performing in relation to the standards.
- **ACUITY Predictive and Diagnostic Assessments** in ELA are also used to differentiate instruction based on the learning standards. An analysis is conducted on the performance of all students as well as students in each sub-group for each assessment that is administered.
- **ELA Running Records** are administered 3x each year by the ELA teachers. This data is disseminated to teachers in all content areas

and is used to assist them with addressing student needs. Students' growth in reading levels is benchmarked and monitored from the beginning of the year to the end of the year.

- **Exit Cards** are often used at the closing of lessons to assess students understanding of the concept that was taught. This data is used to group students and plan for further differentiation.
- ELA teachers maintain a T.A.N (**Teacher's Assessment Notebook**). Science teachers maintain a **Science Assessment Notebook (S.A.N)**. Social studies teachers maintain the **Social Studies Checklist (SSC)**. These assessment notebooks are used to diagnose and document student needs as well as prescribe appropriate intervention strategies throughout the school year.
- **LAB- R** exams which are used to determine student eligibility and placement in ESL services.

Academic Intervention Services

Tier 1 & 2 AIS for ELL students are provided throughout the school year. ELA and ESL classes are programmed in blocks of 90 minutes. Tier 1 interventions are provided during the 90 minute block by utilizing differentiated instruction as well as student-teacher conferences. Pull-out Tier 2 AIS intervention is also provided for targeted students. Achieve 3000 is one of the programs that is being utilized as the Tier 2 intervention. Students receive level-appropriate, standards-aligned nonfiction reading/writing assignments. The Web-based assignments are interactive and provide more time-on-task, which in turn fosters gains in reading comprehension, fluency, writing skills and vocabulary development across subject areas. Teachers and administrators are provided with ongoing management reports and diagnostic data that enable individualized intervention and remediation based on a given student's needs.

Data Inquiry Team

Common core state standards (CCSS) focuses on more rigorous instruction in reading and writing. The Core Data Inquiry Team will focus on student progress and the instructional strategies that are implemented in each student's classroom, regarding increasing their levels of performance when it comes to being able to apply information to their writing across all content areas through the research-based strategy of non-linguistic representations to help students organize their thinking. Although the main inquiry team manages the overall school's inquiry data, the ELA, science and social studies teachers support the main inquiry team's work by providing the team with data at various times during the school year. Teacher team meetings essentially continue this collaborative inquiry work by incorporating the assigned inquiry students into their weekly discussions and data analysis.

Extended Day (37 ½ minutes)

All ELL students will be mandated to attend 37 ½ minute tutorial sessions (three days per week). Teachers will provide additional instructional support during these sessions.

TITLE III Programs

Early morning and after school programs to meet the specific needs of our ELL's through Title III funding.

Supplemental Educational Services (SES)

After school support programs will be offered to targeted students. All participating students in grades 6, 7, and 8, including English Language Learners and special education students, will be grouped based on assessed needs for additional instruction to improve literacy skills.

Professional Development

- Professional development sessions as well as teacher teams focus on using various data sources (i.e. ELA Running Records, Acuity, Pre and Post Unit Assessments, student work, etc.) to make informed decisions regarding the instructional approaches that are used in each classroom.
- ELA and ESL Assistant Principals provide professional development focusing on providing teachers with scaffolding and differentiated instruction strategies for teaching ELLs.
- ELA and ESL Assistant Principals provide additional opportunities during workshops/planning sessions scheduled at various times throughout the school year. These workshops are aligned with our school's professional development plan.
- ELA/ESL Assistant Principals as well as assistant principals of science and social studies provide professional development opportunities regarding CCLS and DOK to ensure that ELL students are provided with rigorous
- Lead content area teachers and administrators facilitate in-house professional development workshops that are specific to the departmental goals. In addition, professional development in differentiation and in literacy skills for our faculty and administration has also been provided by consultants from Association for Supervision and Curriculum Development (ASCD).
- All teachers have access to **ASCD PD in Focus**. ASCD's *PD In Focus* provides an extensive library of video clips, articles, and resources addressing research-based teaching practices.

Responsible Staff

Assistant Principals, ESL/Bilingual Coordinator, Data Inquiry Team, ELA teachers of ELLs, ESL teachers, Social Studies and Science Teachers of ELLs

Evaluation of Academic Assessments

The following monitoring systems have been established to evaluate and discuss the above mentioned data systems, policies and practices, and in order to determine needed modifications throughout the year:

- **Bi-weekly Cabinet Meetings** - 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 ELL students.
- **Department & Academy Meetings** – Professional development is provided once a month for teachers within the same content area (department) to discuss department goals, instructional practices and ELL student performance trends. Professional development is also provided once a month for teachers (cross content areas) within the same academy to discuss academy goals and initiatives, as well as discuss ELL student performance trends for the students that each group of different content area teacher teaches. This time is used to gain qualitative data through deeper understanding of collective perspectives and by collegial conversations with teachers.

- **Weekly Teacher Team Meetings (Department & Academy Teams)** - Weekly teacher team meetings allows teachers, within the same content area and same grade level, to meet together to plan and discuss the curriculum as well as effective instructional strategies by using data (i.e. analyzing student work, pre & post unit assessments). This occurs three times a month. Once a month, teacher teams are reorganized into academy teams. Teachers (of different content areas) within the same academy and who have the same students, meet together to discuss student progress and next steps. ELL students who have been targeted for the inquiry student are also part of the focus of discussion.
- **Weekly Core Data Inquiry Team Meetings** - The Core Data Inquiry Team meets once a week to track targeted ELL student progress, discuss long and short-term goals, as well as use gathered data to discuss implications for instruction on a school-wide level.
- **Weekly Literacy Team Meetings** - ELA and ESL teachers collaborate with the ELA and ESL Assistant Principals to create professional development sessions so that teacher needs are met. These planning sessions are based on formal and informal assessments (i.e. observations, teacher team meetings, classroom walkthroughs, surveys, T.A.N.s) that occur throughout the school year and are used to assist in the implementation of the balanced literacy model.
- **Weekly Standards Based Instructional Leadership Team Meetings** -The members (teachers from all content areas) 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.
- **Design Coach**- Lead assistant principal, who works collaboratively with other assistant principals as well as teachers from different content areas, assists with the monitoring of instructional practices and school-wide goals as well as provides the necessary support that is needed.

Timeline of Implementation

Ongoing from September 2011 to June 2012

Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

I.S. 73 will build upon parent's capacity to ensure effective levels of involvement to support a partnership with the parents, and the community to improve student academic achievement in ELA and NYSESLAT, through the following activities specifically described below:

- The school will work to expand parents' understanding local agencies for provide student support.
- Workshops will include increasing parental understanding of:
 - NYSED Assessments in ELA, Mathematics and NYSESLAT
 - NYSED State's ESL standards and Common Core Learning Standards (CCLS)
 - Strategies at home that can support the achievement of student goals for ELLs in content areas

- Parents of ELLs will be trained on how to use ARIS Parent Link and Acuity
- Distribution of Parent Handbook in English/Spanish
- Handbook of strategies for parents in Reading and Writing-English/Spanish
- Interpreters during Parent Teacher Conferences and at meetings such as PTA, SLT, etc.
- ELL Parent Workshop
- Newcomer workshops for parents with students new to the country

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - Supervisors regularly attend hiring fairs where pre-screened HQT candidates with ESL licenses are interviewed and recruited.
 - The BEDS survey is reviewed by the Principal and the HR director who works with our school to ensure that every teacher providing ESL services to ELLs is an HQT ESL licensed areas so that all teachers are reported as Highly Qualified on the BEDS Survey.
 - The principal and pupil personnel secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
 - Our standard is to interview and hire **ONLY** Highly Qualified Teachers (HQT) especially in our ESL, Special Education and ELA departments.
 - An ESL licensed teacher mentor demonstrating exemplary gains working with ELLs will be assigned to all new ESL teachers.
 - Individualized PD plans are created for ESL teachers to ensure continued improvement.
 - Relevant and timely teacher feedback is provided to all ESL teachers as aligned with best practices and a research-based rubric.
 - New teachers attend specific workshops designed by CFN 208 network content specialists to ensure effective teaching.
 - ESL teachers will be assessed in their instructional pedagogy through periodic walkthroughs that provide teachers with timely feedback that enables them to become highly effective teachers servicing our ESL students.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

In order to provide at risk students, ELLs, Former Ells, and ELLS with Individual Educational Plans (IEPS) with additional instructional and student support programs, so that our students have greater access to CCLS and our parents have a clearer understanding of the ways in which they can help support the achievement of this ELA goal for ELLS we have supplemented programs as indicated below:

- Additional early morning and after school programs are offered to meet the specific needs of our ELL's through Title III.
- All students who need ESL instruction are serviced by licensed ESL teachers. English as a Second Language instruction meets the city and state standards.
- A supplemental program for the ELLs includes Achieve 3000 Program for selected class.
- Newly enrolled LEP students are incorporated into various programs designed to improve their proficiency in English such as extended day, after

school Title III programs depending on funds

- A *SAPIS worker support s academies as part of the school's efforts to improve attendance for SWD's and ELLs.*

Our school carefully monitors the effectiveness of these programs/instructional strategies/activities along with the coordination and integration of this/these programs. These services are coordinated to ensure that there are no duplication of services and to ensure equity and access so that all eligible students including students in this targeted subgroup ELLs (Homeless, SIFE, etc.) are provided with services to expedite their progress towards meeting this annual goal and state assessments.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title I School Wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, and Chapter 57 SQR Funds to implement this action plan from Sept. 2011-June 2012.

- Supervisor per session for ELL programs
- Professional instructional materials to support the ESL curriculum development during the regular school day.
- Consumable ELL instructional materials for use during extended day programs.
- Teacher per session for after school differentiated professional development for teachers

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

By June 2012, there will be a 3.4% increase in SWDs that score a level 3 & 4 on the NYS ELA exam, which will mean an increase from 17.5% to 20.9% as measured by the 2012 NYS ELA exam.

Comprehensive needs assessment

For the 2011-2012 school year, IS 73's accountability status is "Improvement (Year 1) Focused" in ELA. Our SWD subgroup did not make Adequate Yearly Progress (AYP) in ELA for two years in a row. The academic success for all students with a special emphasis on this targeted SWD student group will remain a schoolwide priority.

Instructional strategies/activities

ELA teachers of students with disabilities as well ICT teachers will apply specific instructional practices and will be provided with professional development opportunities that focus on:

- Balanced literacy workshop model
- Reader's and writer's workshop lessons providing standards-based instruction that is aimed at fostering literacy.
- Driving whole-class and small-group instruction using data
- Standards-Based Model lesson plan allowing the teacher to provide individualized instruction by using data collected during class conferences, pre/post assessments, and classroom observation.
- Teachers provide the modifications as mandated on their IEPs.
- Leveled Classroom Libraries
- Infused test preparation into the curriculum
- Classroom Differentiation: Student assignments are tiered/differentiated by level and questions designed with teacher understanding of the revised Bloom's Taxonomy. Tasks frequently are accompanied with instructional supports. Examples include but are not limited to graphic organizer with annotations or questions, leveled texts, activities with questions that match the appropriate depth of knowledge for the student group or strategies for skill building. Teachers provide additional supports to ensure success among struggling learners and they craft rigorous tasks that challenge their highest achievers.
- Small Group Instruction: Including Guided Reading and Writing that reinforce instruction geared towards developing skills such as inferencing, main idea, and cause and effect.
- Student Goal Sheets – Students establish individualized unit goals based on a skill or standard that is assessed by the pre unit assessment. Students will focus on meeting the established goal during the unit of study, by utilizing different strategies and practices taught by the ELA/ICT teacher.
- Develop common core-aligned units of study that incorporate opportunities for students to read and analyze informational texts and write opinions and arguments in response.
- Achieve 3000 is programmed into student's schedule as well as utilized within classrooms as a workstation. This allows the teacher to provide targeted instruction that takes into consideration each student's mandated modifications and allows for small group and differentiation of

instruction.

Science and Social Studies teachers of students with disabilities as well as ICT teachers will apply specific instructional practices and will be provided with professional development opportunities that focus on:

- Driving whole-class and small-group instruction using data.
- Students are grouped according to their academic/instructional abilities as well as literacy skills.
- Teachers provide the modifications as mandated on their IEPs.
- Classroom Differentiation: Tiered tasks include but are not limited to, using levels of Bloom's Taxonomy so that questions and tasks are matched to student academic levels as well as incorporating varied instructional strategies and, at times, instructional material to support the specific needs of the students in each ability group. Tasks can also incorporate the use of different leveled texts to match student readability levels as well as graphic organizers to support learning at different levels of complexity.
- Literacy in Content Areas- Emphasis on instruction in reading and writing skills needed for students to perform complex literacy tasks as well as develop proficiency in reading comprehension. Literacy strategies/techniques such as questioning, identifying main idea, finding evidence to support a conclusion, and context clues are embedded in unit planning and assessments.
- Student Goal Sheets – Students establish individualized unit goals based on a skill or standard that is assessed by the pre unit content area assessment. Students will focus on meeting the established goal during the unit of study.
- Common Core State Standards – Teachers will begin aligning units of study that incorporate opportunities for students to view the text critically by examining it from numerous perspectives as well as overall effectiveness of particular aspects of the text.
- Title IID Grant: Technology strategies will be used in SWD classrooms with Title IID trained teachers

In addition to using formal assessments such as the **NYS English Language Arts** exam, a variety of other assessments are used to monitor student progress and guide teachers to data driven instruction.

These assessments include:

- Teacher created assignments and projects.
- Student work folders and portfolios.
- **Prosper Assessment System - Pre & Post Unit Assessments** (aligned to state standards) in ELA, science and social studies are used to differentiate instruction based on the state standards as well as skills. These assessments provide data regarding student growth within each unit as well as throughout the course of the school year. Due to the alignment to state exams, pre and post unit assessments provide evidence of how students are performing in relation to the standards.
- **ACUITY Predictive and Diagnostic Assessments** in ELA are also used to differentiate instruction based on the learning standards. An analysis is conducted on the performance of all students as well as students in each sub-group for each assessment that is administered.
- **ELA Running Records** are administered 3x each year by the ELA teachers. This data is disseminated to teachers in all content areas and is used to assist them with addressing student needs. Students' growth in reading levels is benchmarked and monitored from the

beginning of the year to the end of the year.

- **Exit Cards** are often used at the closing of lessons to assess students understanding of the concept that was taught. This data is used to group students and plan for further differentiation.
- ELA teachers maintain a T.A.N (**Teacher's Assessment Notebook**). Science teachers maintain a **Science Assessment Notebook (S.A.N)**. Social studies teachers maintain the **Social Studies Checklist (SSC)**. These assessment notebooks are used to diagnose and document student needs as well as prescribe appropriate intervention strategies throughout the school year.
- Special Education Teachers will update student IEPs goals and ensure that modifications are addressed.

Academic Intervention Services

Tier 1 & 2 AIS for students with disabilities are provided throughout the school year. ELA classes are programmed in blocks of 90 minutes. Tier 1 interventions are provided during the 90 minute block by utilizing differentiated instruction as well as student-teacher conferences conducted by the ELA teacher and/or ICT teacher (within an ICT setting). Pull-out Tier 2 AIS intervention is also provided for targeted students. Achieve 3000 is one of the programs that is being utilized as the Tier 2 intervention. Students receive level-appropriate, standards-aligned nonfiction reading/writing assignments. The Web-based assignments are interactive and provide more time-on-task, which in turn fosters gains in reading comprehension, fluency, writing skills and vocabulary development across subject areas. Teachers and administrators are provided with ongoing management reports and diagnostic data that enable individualized intervention and remediation based on a given student's needs.

Data Inquiry Team

Common core state standards (CCSS) focuses on more rigorous instruction in reading and writing. The Core Data Inquiry Team will focus on student progress and the instructional strategies that are implemented in each student's classroom, regarding increasing their levels of performance when it comes to being able to apply information to their writing across all content areas through the research-based strategy of non-linguistic representations to help students organize their thinking. Although the main inquiry team manages the overall school's inquiry data, the ELA, science and social studies teachers support the main inquiry team's work by providing the team with data at various times during the school year. Teacher team meetings essentially continue this collaborative inquiry work by incorporating the assigned inquiry students into their weekly discussions and data analysis.

Extended Day (37 ½ minutes)

All students with disabilities will be mandated to attend 37 ½ minute tutorial sessions (three days per week). Teachers will provide additional instructional support during these sessions.

Supplemental Educational Services (SES)

After school support programs will be offered to targeted students. All participating students in grades 6, 7, and 8, including English Language Learners and special education students, will be grouped based on assessed needs for additional instruction to improve literacy skills.

Professional Development

- Professional development sessions as well as teacher teams focus on using various data sources (i.e. ELA Running Records,

Acuity, Pre and Post Unit Assessments, student work, etc.) to make informed decisions regarding the instructional approaches that are used in each classroom.

- ELA and Special Education Assistant Principals provide professional development focusing on providing teachers with scaffolding and differentiated instruction strategies for teaching SWDs.
- ELA and Special Education Assistant Principals provide additional opportunities during workshops/planning sessions scheduled at various times throughout the school year. These workshops are aligned with our school's professional development plan.
- ELA and Special Education Assistant Principals as well as assistant principals of science and social studies provide professional development opportunities regarding CCLS and DOK to ensure that SWDs are provided with rigor.
- Lead content area teachers and administrators facilitate in-house professional development workshops that are specific to the departmental goals. In addition, professional development in differentiation and in literacy skills for our faculty and administration has also been provided by consultants from Association for Supervision and Curriculum Development (ASCD).
- All teachers have access to **ASCD PD in Focus**. ASCD's *PD In Focus* provides an extensive library of video clips, articles, and resources addressing research-based teaching practices.

Responsible Staff

Assistant Principals, Data Inquiry Team, ELA Teachers of SWDs, AIS teachers, Social Studies and Science Teachers of SWDs, ICT Teachers

Evaluation of Academic Assessments

The following monitoring systems have been established to evaluate and discuss the above mentioned data systems, policies and practices, and in order to determine needed modifications throughout the year:

- **Bi-weekly Cabinet Meetings** - 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 students with disabilities.
- **Department & Academy Meetings** – Professional development is provided once a month for teachers within the same content area (department) to discuss department goals, instructional practices and students with disabilities performance trends. Professional development is also provided once a month for teachers (cross content areas) within the same academy to discuss academy goals and initiatives, as well as discuss students with disabilities performance trends for the students that each group of different content area teacher teaches. This time is used to gain qualitative data through deeper understanding of collective perspectives and by collegial conversations with teachers.
- **Weekly Teacher Team Meetings (Department & Academy Teams)** - Weekly teacher team meetings allows teachers, within the same content area and same grade level, to meet together to plan and discuss the curriculum as well as effective instructional strategies by using data (i.e. analyzing student work, pre & post unit assessments). This occurs three times a month. Once a month, teacher teams are reorganized into academy teams. Teachers (of different content areas) within the same academy and who have the same students, meet together to discuss student progress and next steps. Students with disabilities who have been targeted for the inquiry student are also part of the focus of discussion.

- **Weekly Core Data Inquiry Team Meetings** - The Core Data Inquiry Team meets once a week to track targeted students with disabilities progress, discuss long and short-term goals, as well as use gathered data to discuss implications for instruction on a school-wide level.
- **Weekly Literacy Team Meetings** - ELA teachers of students with disabilities collaborate with the ELA and Special Education Assistant Principals to create professional development sessions so that teacher needs are met. These planning sessions are based on formal and informal assessments (i.e. observations, teacher team meetings, classroom walkthroughs, surveys, T.A.N.s) that occur throughout the school year and are used to assist in the implementation of the balanced literacy model.
- **Scheduled Academy Pupil Personnel Team Meetings** – The team at scheduled meetings discusses students who have demonstrated a lack of progress after interventions have been implemented as well as next steps.
- **Weekly Special Education Leadership Team Meetings** (comprised of assistant principal, school psychologist, school social worker, and special education teachers) – Members of the leadership team discuss school goals and instructional practices for addressing needs of special education students. The team also discusses and plans professional development sessions to address state and city initiatives.
- **Weekly Standards Based Instructional Leadership Team Meetings** -The members (teachers from all content areas) 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.
- **Design Coach**- Lead assistant principal, who works collaboratively with other assistant principals as well as teachers from different content areas, assists with the monitoring of instructional practices and school-wide goals as well as provides the necessary support that is needed.

Timeline of Implementation

Ongoing from September 2011 to June 2012

Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

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 of SWDs 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 SWD students by:**

- Providing materials and training to help parents work with Students with Disabilities to improve their instructional achievement levels in English Language Arts by distributing copies of the NYC Special Education Parent Guide
- Providing parents of Students with Disabilities with information and training needed to effectively become involved in planning and decision making in support of the English Language Arts Curriculum
- Fostering a caring and effective home-school partnership to ensure that parents of Students with Disabilities can effectively support and monitor their child's progress in English Language Arts.
- Providing assistance to parents in understanding English Language Arts Common Core State Standards
- Goal Sheets are completed to reflect progress in unit skills. These goal sheets are signed by parents of all students in English Language Arts, Science and Social Studies classrooms.
- Increasing parental understanding of the need of a SWD by stocking the Parent lending library with information on relevant topics such as Dyslexia, ADHD, Autism, etc.
- Providing written and verbal progress reports that are periodically given to keep parents to inform them of their children's progress in English Language Arts.
- Featuring relevant information for parents of SWD in the school newsletter or web publication designed to update parents regarding schoolwide initiatives for SWDs.
- Our parent coordinator works closely with parents of SWD to develop workshops that provide parents with strategies, activities and tools to achieve this goal in ELA for SWDs. Workshops to increase parental capacity are designed based on parent feedback and may include topics such as:
 - Understanding Least Restrictive Environment
 - Transitioning from Middle School for Students with Disabilities
 - Introduced to the Common Core Learning Standards and how the needs of SWDs will be addressed in the curriculum.
 - Workshops for parents on topics such as internet safety, adolescent development,
 - How to navigate the NYCDOE website, the ARIS website, and the Common Core Learning Standards website.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Supervisors regularly attend hiring fairs where pre-screened HQT candidates with Special Education licenses are interviewed and recruited.

Additionally our school will do the following:

- The BEDS survey is reviewed by the Principal and the HR director who works with our school to ensure that every Special Education teacher providing services to SWDs is an HQT ESL licensed areas so that all teachers are reported as Highly Qualified on the BEDS Survey.
- The principal and pupil personnel secretary will work closely the network HR point to ensure that non-HQT teachers providing supports to SWDs meet all required documentation and assessment deadlines.
- Our policy is to interview and hire **ONLY** Highly Qualified Teachers (HQT) especially in our Special Education and ELA departments.
- An licensed Special Education teacher will be assigned to mentor new Special Education teachers or teachers requiring additional support.

- Individualized PD plans are created for Special Education teachers to ensure continued improvement.
- Relevant and timely teacher feedback is provided to all Special Education teachers and is aligned with a research-based rubric.
- New teachers attend specific workshops designed by CFN 208 network Special Education specialists to ensure effective teaching. Special Education teachers will be assessed through periodic walkthroughs that provide teachers with timely feedback enabling them to become highly effective teachers servicing our SWD students.

Service and program coordination

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

In order to provide at risk students, SWD, Students with Individual Educational Plans (IEPS) with additional instructional and student support programs, so that our students have greater access to CCLS and our parents have a clearer understanding of the ways in which they can help support the achievement of this ELA goal for SWDs, we have supplemented programs as indicated below:

- Additional after school program will be offered to meet the specific needs of our SWDs through IDEA.
- All students who are mandated for Special Education services are serviced by licensed Special Education teacher that meets the city and state standards.
- A supplemental program for the SWDs includes Achieve 3000 Program for selected class.
- Newly identified SWDs are integrated into various programs designed to accelerate their progress.
- A SAPIS worker was hired to support academies as part of the school's efforts to improve attendance for SWD's.
- The Respect for All Program will continue at IS 73 – Anti-bullying initiative.
- We are furthering the development of our Student Leadership Team to enable all students, including SWDs to become empowered ELA learners.
- Enriching activities that SWDs are encouraged to participate in include:
 - St. John's Hoops for the Stars
 - Row New York
 - Scripps National Spelling Bee
 - Greeting Cards for Ronald McDonald residents

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 including Homework Help to further this goal for SWDs in ELA.

Our school carefully monitors the effectiveness of these programs/instructional strategies/activities along with the coordination and integration of this/these programs. These services are coordinated to ensure that there are no duplication of services and to ensure equity and access so that all eligible students including students in this targeted subgroup SWDs (Homeless, SIFE, etc.) are provided with services to expedite their progress towards meeting this annual goal and state assessments.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title I School Wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, IDEA and Chapter 57 SQR Funds to implement this action plan including the following actions/strategies/ and activities described in this action plan as indicated below:

- Fair Student Funding/Title III/Title I is used to support the ELA After School Program for ELLs with IEPs and SWDs
- Fair Student Funding/Title I is used to support supervisor and teacher per session for data analysis of SWD trends in order to determine progress towards meeting this goal
- Fair Student Funding/Title I/Title III and IDEA funds are used to purchase consumable materials to for use during supplemental programs that address the needs of SWDs.

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4

By June 2012, there will be a 3% increase in general education students that score a level 3 & 4 on the NYS Mathematics exam, which will mean an increase from 80.2% to 83.2% as measured by the 2012 NYS Mathematics exam.

Comprehensive needs assessment

According to our school's performance on the 2011 NYS Mathematics exam, there was an 8.4% decrease of general education students scoring at a level 3 & 4, from grades 7 to 8. A 1.8% increase in general education students scoring a level 1 from grades 7 to 8 was also observed. Although AYP was made in mathematics for the 2010-2011 school year, accelerating the student progress and performance in Mathematics is a priority.

Instructional strategies/activities

Mathematics teachers will apply specific instructional practices and will be provided with professional development opportunities that focus on:

- Balanced mathematics workshop model
- Infused test preparation into the curriculum
- Driving whole-class and small-group instruction using data
- Students are grouped according to their instructional abilities that are aligned to math performance indicators.
- Specific math problems are assigned to different ability groups (i.e. high level, intermediate level, low level)
- Classroom Differentiation: Tiered activities during the work period designed to help students focus on essential understandings and skills, but at different levels of abstractness, complexity, and open-endedness. Tasks (based on Depth of Knowledge) so that mathematical problems and tasks are matched to student instructional levels and provide appropriate challenges and rigor.
- Common Core State Standards (CCSS) - Engage students in a cognitively demanding mathematics task that requires them to demonstrate their ability to model with mathematics and/or construct and explore the reasoning behind arguments to arrive at a viable solution.
- Small Group Instruction
- Teacher- Student Conferences
- Student Goal Sheets – Students establish individualized unit goals based on a performance indicator that is assessed by the pre unit assessment. Students will focus on meeting the established goal during the unit of study, by utilizing different strategies and practices taught by the mathematics teacher.

In addition to using formal assessments such as the **NYS Mathematics** exam, a variety of other assessments are used to monitor student progress and guide teachers to data driven instruction.

These assessments include:

- Teacher created assignments and projects.
- Student work folders and portfolios.

- **Prosper Assessment System - Pre & Post Unit Assessments** (aligned to state standards) are used to differentiate instruction based on the state standards as well as skills. These assessments provide data regarding student growth within each unit as well as throughout the course of the school year. Due to the alignment to state exams, pre and post unit assessments provide evidence of how students are performing in relation to the standards.
- **ACUITY Predictive and Diagnostic Assessments** in mathematics are also used to differentiate instruction based on the learning standards. An analysis is conducted on the performance of all students as well as students in each sub-group for each assessment that is administered.
- Mathematics teachers maintain a **Student Support Log (SSL)**. These assessment notebooks are used to diagnose and document student needs as well as prescribe appropriate intervention strategies throughout the school year.
- **Exit Cards** are often used at the closing of lessons to assess students understanding of the concept that was taught. This data is used to group students and plan for further differentiation.

Academic Intervention Services

Tier 1 & 2 AIS intervention is not just provided for students that are for at-risk. Mathematics classes are programmed in blocks of 90 minutes. Tier 1 interventions are provided during the 90 minute block by utilizing differentiated instruction as well as student-teacher conferences, which are based on ongoing assessment of our students' needs. Student assignments are tiered/differentiated by level of complexity, to ensure that tasks are rigorous and that highest achievers are appropriately challenged.

Tier 2 AIS intervention is also provided for targeted students that are not at risk. **Carnegie Learning** (a computer web based program) will provide specific and targeting mathematics instruction to students. AIS periods designated for Carnegie Learning are conducted two or three times a week.

Data Inquiry Team

Mathematics classrooms will incorporate student rational pieces, in which students must provide written supporting details when explaining how a mathematics problem was solved. This focus will support writing across all content areas through the research-based strategy of non-linguistic representations to help students organize their thinking. The Core Data Inquiry Team discusses student progress and the instructional strategies that are implemented in each student's classroom, regarding the inquiry study. Although the main inquiry team manages the overall school's inquiry data, the ELA, math, science and social studies teachers support the main inquiry team's work by providing the team with data at various times during the school year. Teacher team meetings essentially continue this collaborative inquiry work by incorporating the assigned inquiry students into their weekly discussions and data analysis.

Professional Development

- Professional development sessions as well as teacher teams focus on using various data sources (i.e. Pre and Post Unit Assessments, student work, etc.) to make informed decisions regarding the instructional approaches that are used in each classroom.
- Mathematics Assistant Principal and Mathematics Coach provide additional opportunities during workshops/planning sessions scheduled at various times throughout the school year. These workshops are aligned with our school's professional

development plan.

- Mathematics Assistant Principal and math coach provide professional development opportunities regarding CCLS and DOK.
- Lead math teachers, mathematics coach, and assistant principal facilitate in-house professional development workshops that are specific to the departmental goals. In addition, professional development in differentiation and in literacy for our faculty and administration has also been provided by consultants from Association for Supervision and Curriculum Development (ASCD).
- All teachers have access to **ASCD PD in Focus**. ASCD's *PD In Focus* provides an extensive library of video clips, articles, and resources addressing research-based teaching practices.

Responsible Staff

Mathematics Assistant Principal, Mathematics Coach, Mathematics Teachers, Data Inquiry Team, AIS Teacher

Evaluation of Academic Assessments

The following monitoring systems have been established to evaluate and discuss the above mentioned data systems, policies and practices, and in order to determine needed modifications throughout the year:

- **Bi-weekly Cabinet Meetings** - 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.
- **Department & Academy Meetings** – Professional development is provided once a month for teachers within the same content area (department) to discuss department goals, instructional practices and student performance trends. Professional development is also provided once a month for teachers (cross content areas) within the same academy to discuss academy goals and initiatives, as well as discuss student performance trends for the students that each group of different content area teacher teaches. This time is used to gain qualitative data through deeper understanding of collective perspectives and by collegial conversations with teachers.
- **Weekly Teacher Team Meetings (Department & Academy Teams)** - Weekly teacher team meetings allows teachers, within the same content area and same grade level, to meet together to plan and discuss the curriculum as well as effective instructional strategies by using data (i.e. analyzing student work, pre & post unit assessments). This occurs three times a month. Once a month, teacher teams are reorganized into academy teams. Teachers (of different content areas) within the same academy and who have the same students, meet together to discuss student progress and next steps. Students who have been targeted for the inquiry student are also part of the focus of discussion.
- **Weekly Core Data Inquiry Team Meetings** - The Core Data Inquiry Team meets once a week 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.
- **Weekly Mathematics Team Meetings** - The Math Coach and Math Assistant Principal discuss and develop professional development sessions so that teacher needs are met. These planning sessions are based on formal and informal assessments (i.e. observations, teacher team meetings, classroom walkthroughs, surveys, Student Support Logs) that occur throughout the school year and are used to assist in the implementation of the balanced mathematics model.
- **Weekly Standards Based Instructional Leadership Team Meetings** -The members (teachers from all content areas) 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.

- **Design Coach**- Lead assistant principal, who works collaboratively with other assistant principals as well as teachers from different content areas, assists with the monitoring of instructional practices and school-wide goals as well as provides the necessary support that is needed.

Timeline of Implementation

Ongoing from September 2011 to June 2012

Responsible Staff

Principal, Assistant Principals, Math Coach, Mathematics teachers, Teacher Teams, Inquiry Team, AIS Teachers.

Timeline of Implementation

Ongoing from September 2011 to June 2012

Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

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.

I.S 73 will support parents and families of Title I students by:

1. Providing materials and training to help parents work with children to improve their instructional achievement levels in Mathematics
2. Providing parents with the information and training needed to effectively become involved in planning and decision making in support of their child in
Mathematics instruction
3. Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress in Mathematics
4. Providing assistance to parents in understanding Mathematics Common Core State Standards.
5. Professional development workshops for parents on the use of ARIS as a data tracking tool so that parents can be informed about student progress in Mathematics.
6. Student **Goal Sheets** are completed to reflect progress in unit skills. These goal sheets are signed by parents of students in and are encouraged to engage in reciprocal conversations about expectations and home-school support.

7. Parent Workshops:

- Learning Leaders /Training

- ARIS Parent Link Workshop

IS 73 will further encourage school level parental involvement by:

- holding an annual Parent Curriculum Conference such as Back to School Night- September 2011
- hosting educational family events/activities during Open School Week and throughout the school year- November 2011
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council
- establishing a Parent Resource Center or lending library (instructional materials for parents located in room 115)
- hosting events that support school initiatives during Parents Association meetings
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress in Mathematics.
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress with specific material related to Mathematics
- being able to access our **school website at: www.is73.org** to maintain communication on school events as well as to be informed about class assignments.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staffs become highly qualified, in order to achieve this goal.

New Teacher Hire credentials are verified by our Network's HR Director to ensure that the candidate holds a valid NYS certification in that license area.

Prior to the new school year, the BEDS survey is reviewed to ensure that every mathematics teacher assignment aligns with their license areas so that all teachers are reported as Highly Qualified on the BEDS Survey. Any teacher who is not HQT, the principal would work with the network Human Relations point person to ensure that any non-HQT meet all required documentation and assessment deadlines.

Strategies to attract high-quality highly qualified teachers:

- Teacher resource center and professional library supported by Mathematic Assistant Principal and Mathematics Coach to promote good and effective practices
- Intensive criteria for selection of new staff members including demonstration lessons, interviews, and New York State certification/licensing
- Our administrative staff regularly participates in hiring fairs where pre-screened HQT candidates are interviewed and recruited.
- Establishing a partnership with Queens College Secondary Education Dept. in supporting the grooming of student teachers for in search of the finest level of teaching performance.
- Teachers will be provided with resources from ASCD (*PD in Focus* and special training sessions with a consultant).
- Teachers will be assessed in their instructional pedagogy through periodic walkthroughs that provide teachers with timely feedback that

enables them to become highly effective teachers.

- Individualized PD plans are created for teachers to ensure continued improvement.
- Targeted teachers attend specific workshops designed by CFN 208 network content specialists to ensure effective teaching.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

The Respect for All Program will be a continued focus at IS 73, in the 2011-2012 school year. We are furthering the development of our Student Leadership Team to enable all students, including general education students, to become empowered mathematics learners.

In addition, IS 73 works to develop a positive student culture by providing students opportunities to become actively involved in their community by:

- Kiwanis Club (Law Day)
- Builders Club (Student Volunteers)
- St. Jude's Children Hospital
- St. John's Hoops for the Stars
- Pennies for Patients
- Learning Leaders
- Parent Workshops:
 - Cornell University Nutrition and Health
 - High School Orientation
 - Learning Leaders /Training
 - ARIS Parent Link Workshop

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 including Homework Help to further this goal in Mathematics.

Our school carefully monitors the effectiveness of these programs/instructional strategies/activities along with the coordination and integration of this/these programs. These services are coordinated to ensure equity and access so that all eligible students are provided.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title I School Wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, and Chapter 57 SQR Funds to implement this action plan from Sept. 2011-June 2012.

ANNUAL GOAL #5 AND ACTION PLAN

Annual Goal #5

By June 2012, there will be a 3% decrease in the number of ELLs and SWDs that scored a level 1 on the 2011 NYS Mathematics exam, which will mean a decrease from 12.6% to 9.6% as measured by the 2012 NYS Mathematics exam.

Comprehensive needs assessment

According to our school's New York State Accountability and Overview Report, our ELL students and students with disabilities made Adequate Yearly Progress (AYP) for the 2010-2011 school year. Our students with disabilities, however, achieved a performance index of 132; which was marginally above the effective AMO of 130. SWDs, from grades 7 to 8, also showed a 6.1% decrease in proficiency as well as a 5.4% increase in scoring a level 1 (grades 6 to 7). Although our ELLs made significant increases in proficiency, ELLs, from grades 6 to 7, also demonstrated a 2.2% increase in scoring a level 1. At I.S. 73, ensuring the academic success of our English Language Learners and students with disabilities in mathematics is imperative, and is, therefore, an instructional goal.

Instructional strategies/activities

Mathematics teachers of ELLs and SWDs will apply specific instructional practices and will be provided with professional development opportunities that focus on:

- Balanced mathematics workshop model
- Infused test preparation into the curriculum
- Driving whole-class and small-group instruction using data
- Standards-Based Model lesson plan allowing the teacher to provide individualized instruction by using data collected during class conferences, pre/post assessments, and classroom observation.
- Students are grouped according to their instructional abilities that are aligned to math performance indicators.
- Specific math problems are assigned to different ability groups (i.e. high level, intermediate level, low level)
- Teachers provide the modifications as mandated on their IEPs.
- Classroom Differentiation: Tiered activities during the work period designed to help students focus on essential understandings and skills, but at different levels of abstractness, complexity, and open-endedness. Tasks frequently are accompanied with instructional supports. Examples include but are not limited to graphic organizer with annotations or steps, activities with questions that match the appropriate depth of knowledge for the student group or strategies for skill building. Teachers provide additional supports to ensure success among struggling learners and that they craft rigorous tasks that challenge their highest achievers.
- Incorporate direct vocabulary instruction (Robert Marzano) to address ELL students' language deficiencies.
- Common Core State Standards (CCSS) - Engage students in a cognitively demanding mathematics task, with necessary scaffolds, that requires them to demonstrate their ability to model with mathematics.
- Small Group Instruction
- Teacher- Student Conferences
- Student Goal Sheets – Students establish individualized unit goals based on a performance indicator that is assessed by the pre unit assessment. Students will focus on meeting the established goal during the unit of study, by utilizing different strategies and practices taught by the mathematics teacher.

In addition to using formal assessments such as the **NYS Mathematics** exam, a variety of other assessments are used to monitor student progress and guide teachers to data driven instruction.

These assessments include:

- Teacher created assignments and projects.
- Student work folders and portfolios.
- **Prosper Assessment System - Pre & Post Unit Assessments** (aligned to state standards) are used to differentiate instruction based on the state standards as well as skills. These assessments provide data regarding student growth within each unit as well as throughout the course of the school year. Due to the alignment to state exams, pre and post unit assessments provide evidence of how students are performing in relation to the standards.
- **ACUITY Predictive and Diagnostic Assessments** in mathematics are also used to differentiate instruction based on the learning standards. An analysis is conducted on the performance of all students as well as students in each sub-group for each assessment that is administered.
- Mathematics teachers maintain a **Student Support Log** (SSL). These assessment notebooks are used to diagnose and document student needs as well as prescribe appropriate intervention strategies throughout the school year.
- **Exit Cards** are often used at the closing of lessons to assess students understanding of the concept that was taught. This data is used to group students and plan for further differentiation.

Academic Intervention Services

Tier 1 & 2 AIS for at-risk students are provided throughout the school year. Mathematics classes are programmed eight times per week, in math blocks of 90 minutes. Tier 1 interventions are provided during the 90 minute block by utilizing differentiated instruction as well as student-teacher conferences, which are based on ongoing assessment of our students' needs. Pull-out Tier 2 AIS intervention is also provided for targeted students in Mathematics. **Carnegie Learning** (a computer web based program) will provide specific and targeting mathematics instruction to students. AIS periods designated for Carnegie Learning are conducted two or three times a week.

Data Inquiry Team

Students within all subgroups have challenges in regards to taking information from the text and applying it to their writing. As a method of supporting our school wide focus of writing across all content areas to help students organize their thinking through the research-based strategy of non-linguistic representation, mathematics classrooms will incorporate student rational pieces, in which students must provide written supporting details when explaining how a mathematics problem was solved. The Core Data Inquiry Team discusses student progress and the instructional strategies that are implemented in each student's classroom, regarding the inquiry study. Math Teacher team meetings essentially continue this collaborative inquiry

work by incorporating the assigned inquiry students into their weekly discussions and data analysis.

Extended Day (37 ½ minutes)

All ELLs and students with disabilities will be mandated to attend 37 ½ minute tutorial sessions (three days per week). Teachers will provide additional instructional support during these sessions.

TITLE III Programs

Early morning and after school programs to meet the specific needs of our ELL's through Title III funding.

Professional Development

- Professional development sessions as well as teacher teams focus on using various data sources (i.e. Acuity, Pre and Post Unit Assessments, student work, etc.) to make informed decisions regarding the instructional approaches that are used in each classroom.
- Mathematics coach, Mathematics Assistant Principal, ELA/ESL Assistant Principal and Special Education Assistant Principal provide professional development focusing on providing teachers with scaffolding and differentiated instruction strategies for teaching ELLs and SWDs.
- Mathematics Coach and Mathematics Assistant principal provide professional development opportunities regarding CCLS and DOK to ensure that ELLs and SWDs are provided with rigorous lessons.
- Lead math teachers, mathematics coach, and assistant principal facilitate in-house professional development workshops that are specific to the departmental goals. In addition, professional development in differentiation and in literacy for our faculty and administration has also been provided by consultants from Association for Supervision and Curriculum Development (ASCD).
- All teachers have access to **ASCD PD in Focus**. ASCD's *PD In Focus* provides an extensive library of video clips, articles, and resources addressing research-based teaching practices.

Responsible Staff

Mathematics Assistant Principals, Math Coach, ELA/ESL and Special Education Assistant Principals, Mathematics teachers of ELLs and students with disabilities, Data Inquiry Team, AIS Teachers.

Evaluation of Academic Assessments

The following monitoring systems have been established to evaluate and discuss the above mentioned data systems, policies and practices, and in order to determine needed modifications throughout the year:

- **Bi-weekly Cabinet Meetings** - 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 ELLs and students with disabilities.

- **Department & Academy Meetings** – Professional development is provided once a month for teachers within the same content area (department) to discuss department goals, instructional practices and ELLs and students with disabilities performance trends. Professional development is also provided once a month for teachers (cross content areas) within the same academy to discuss academy goals and initiatives, as well as discuss student performance trends for the students that each group of different content area teacher teaches. This time is used to gain qualitative data through deeper understanding of collective perspectives and by collegial conversations with teachers.
- **Weekly Teacher Team Meetings (Department & Academy Teams)** - Weekly teacher team meetings allows teachers, within the same content area and same grade level, to meet together to plan and discuss the curriculum as well as effective instructional strategies by using data (i.e. analyzing student work, pre & post unit assessments). This occurs three times a month. Once a month, teacher teams are reorganized into academy teams. Teachers (of different content areas) within the same academy and who have the same students, meet together to discuss student progress and next steps. ELLs and students with disabilities who have been targeted for the inquiry student are also part of the focus of discussion.
- **Weekly Core Data Inquiry Team Meetings** - The Core Data Inquiry Team meets once a week 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.
- **Weekly Mathematics Team Meetings** - The Math Coach and Math Assistant Principal discuss and develop professional development sessions so that teacher needs are met. These planning sessions are based on formal and informal assessments (i.e. observations, teacher team meetings, classroom walkthroughs, surveys, Student Support Logs) that occur throughout the school year and are used to assist in the implementation of the balanced mathematics model.
- **Weekly Standards Based Instructional Leadership Team Meetings** -The members (teachers from all content areas) 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.
- **Design Coach**- Lead assistant principal, who works collaboratively with other assistant principals as well as teachers from different content areas, assists with the monitoring of instructional practices and school-wide goals as well as provides the necessary support that is needed.

Timeline of Implementation

Ongoing from September 2011 to June 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

I.S. 73 will build upon parent's capacity to ensure effective levels of involvement to support a partnership with the parents, and the community to improve student academic achievement in Mathematics, through the following activities specifically described below:

- Workshops will include increasing parental understanding of:
 - NYSED Assessments in Mathematics

➤ Strategies at home that can support the achievement of student goals for SWDs and ELLs in content areas

- Parents of ELLs will be trained on how to use ARIS Parent Link and Acuity
- Increasing parental understanding of the need of a SWD by stocking the Parent lending library with information on relevant topics.
- ELL Parent Workshops
- Our parent coordinator works closely with parents of SWD to develop workshops that provide parents with strategies, activities and tools to achieve this goal in mathematics.
- Interpreters during Parent Teacher Conferences and at meetings such as PTA, SLT, etc.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Instruction by 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, for ESL and SWD students.

Teachers will be assessed in their instructional pedagogy through periodic walkthroughs that provide teachers with timely feedback that enables them to become highly effective teachers.

Strategies to attract high-quality highly qualified teachers are as follows:

- Intensive criteria for selection of new staff members including demonstration lessons, interviews, and New York State certification/licensing
- Participate in Job Fairs to interview and select staff
- Establish partnership with Queens College Secondary Education Dept. in supporting student teachers.
- Teacher resource center and professional library supported by the Mathematics Assistant Principal and mathematics coach, to promote good and effective practices
- Ensure that teaching candidate is appropriately licensed by utilizing HR support personnel from CFN 208

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Additional instructional and student support programs are provided for ELLs and Students with Disabilities, so that they have greater access to CCLS and the parents have a clearer understanding of the ways in which they can help support the achievement of this mathematics goal .

Supplemental programs, as indicated below, will provide at risk students, ELLs, Former Ells, and ELLS with Individual Educational Plans (IEPS) appropriate support:

- Early morning and after school programs are offered to meet the specific needs of our ELL's through Title III.
- A supplemental program for the ELLs and students with disabilities include Carnegie Learning Program for selected classes.
- All ELL students and students with disabilities are incorporated into various programs designed to improve their proficiency in English such as extended day, after school Title III programs depending on funds, as well as take part in Respect For All Campaign to support social and emotional awareness.

Our school carefully monitors the effectiveness of these programs/instructional strategies/activities along with the coordination and integration of this/these programs. These services are coordinated to ensure that all eligible students including students in this targeted subgroup ELLs and students with disabilities are provided with services to expedite their progress towards meeting this annual goal and state assessments.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title I School Wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, IDEA and Chapter 57 SQR Funds to implement this action plan including the following actions/strategies/ and activities described in this action plan as indicated below:

- After School Program for ELLs with IEPs and SWDs
- Support supervisor and teacher per session for data analysis of ELLs and SWD trends in order to determine progress towards meeting this goal
- Funds used to purchase consumable materials to for use during supplemental programs that address the needs of SWDs and ELLs.

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	# 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 (321) Tier 2 (94)	Tier 1 (321)	Tier 1 (321)	Tier 1 (321)				
7	Tier 1 (567) Tier 2 (174)	Tier 1 (567) Tier 2 (84)	Tier 1 (567) Tier 2 (53)	Tier 1(567)				
8	Tier 1 (607) Tier 2 (121)	Tier 1 (607) Tier (54)	Tier 1 (627)	Tier 1 (627)				
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 so

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each 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.).
ELA	<p>English Language Arts (ELA) classes are programmed for a minimum of 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"> 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. 2) Conferencing- Teachers are required to meet with students individually, during the work-time period of the mini-lesson, to provide guidance on target needs. <p>AIS teachers provide tier 2 interventions using the following programs:</p> <ol style="list-style-type: none"> 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. <p>AIS periods are conducted in small groups that meet two to 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>Math</p>	<p>Math Classes are programmed for a minimum of 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> <ol style="list-style-type: none"> 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>AIS teachers provide tier 2 interventions using the following programs:</p> <ol style="list-style-type: none"> 2. Carnegie Learning- Computer web based program that provides specific and targeting mathematics instruction to students AIS periods designated for Carnegie Learning are conducted two to three times a week. <p>In addition, 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>We also offer early morning and after school programs to meet the specific needs of our ELL's through Title III.</p>

<p>At-risk Services Provided by the Guidance Counselor:</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 as mandated by their IEP. In addition, guidance counselors provide services to students based on individual or academy needs.</p>
<p>Science</p>	<p>Science classes are programmed for 5 periods a week with some classes scheduled for 90 minute blocks. 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>(Tier 2) Science Literacy/ Reading and Writing in the Content of Science. Discussion of varies science topics</p>
<p>Social Studies</p>	<p>Social Studies classes are programmed for 5 periods a week with at some classes scheduled for 90 minute blocks. 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>

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

<<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:

- 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 ¹dedicated 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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act.
- schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's

¹ 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.

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:

- 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

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 1st of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved
- arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, 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
- School Website www.is73.org
- Signature of student goal sheets in each of the major content areas.

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)
- Using the school website at www.is73.org (E-Chalk)

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

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 _____

This Parent Involvement Policy was updated on November 29, 2011

The final version of this document will be distributed to the school community on December 20, 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.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 24Q073 **School Name:** Frank Sansivieri Intermediate School 73

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

Our school's accountability status for the 2011-12 school year is "Improvement (Year 1) Focused". Based on our school's New York State Accountability and Overview Report, the ELL student group and the SWD group did not make Adequate Yearly Progress (AYP) in ELA for two consecutive years. Although there was a 9.9 % decrease in ELL students scoring a level 1 in ELA (from the 2010 to 2011 NYS ELA exam), and a 6.2% decrease in SWDs scoring a level 1 in ELA (2010 to 2011 NYS ELA exam), there was a 2.2% decrease of ELLs scoring at a level 3 and 4 as well as a 0.6% decrease of SWDs scoring at a level 3 and 4.

A review of qualitative and quantitative data indicates ELL student deficiencies across the grade in literacy. These results indicate that although ELL students come from diverse backgrounds, they have several common needs. In addition to the need to build their oral English skills, ELL students need to acquire reading and writing skills in English, as well as attempt to maintain a learning continuum in the content areas (e.g. social studies and science). After analyzing the results, it is important to understand that the discrepancy in achievement gap among ELLs and monolingual students may be due to the fact that some ELL students have other needs that make the task of learning much more difficult. Some ELL students come from countries where schooling is very different. Other ELL students may have large gaps in their schooling while others may not have had any formal schooling and may lack important native language literacy skills that one would normally expect for students of their age. The important point to remember, however, is that any individual student presents a profile of aptitudes and abilities in subject areas and skills, and that this is true for students who are learning English as much as for native English speakers. However, the student who is learning English will have more trouble in expressing his or her level of understanding and capabilities in the second language, English.

Similar to ELLs, students with disabilities have also demonstrated a decrease in academic performance, as evidenced by the data on the NYS ELA exam. Students with disabilities tend to have difficulty with cognitive and metacognitive processes. These students generally are those who lack awareness of the skills, strategies, and resources that are needed to perform a task and who fail to use self-regulatory mechanisms to complete tasks. Specifically, these students are described as having difficulty in identifying and selecting appropriate strategies, and organizing information.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

ELA and ESL teachers will apply specific instructional practices and will be provided with professional development opportunities that focus on:

- Balanced literacy workshop model.
- Aligning ESL instruction with the ELA curriculum.
- Reader's and writer's workshop lessons providing standards-based instruction that is aimed at fostering language and literacy.
- Leveled Classroom Libraries.
- Provide SWDs with equity and access to the general education curriculum.
- Teachers provide the modifications as mandated on their IEPs.
- Providing NLA support through native language leveled libraries whenever possible.
- Infused test preparation into the curriculum.
- Driving whole-class and small-group instruction using data.
- Classroom Differentiation: Student assignments are tiered/differentiated by level and questions designed with teacher understanding of the revised Bloom's Taxonomy. Tasks frequently are accompanied with instructional supports. Examples include but are not limited to graphic organizer with annotations or questions, leveled texts, activities with questions that match the appropriate depth of knowledge for the student group or strategies for skill building. Teachers provide additional supports to ensure success among struggling learners and they craft rigorous tasks that challenge their highest achievers.
- Small Group Instruction: Including Guided Reading and Writing
- Student Goal Sheets – Students establish individualized unit goals based on a skill or standard that is assessed by the pre unit assessment. Students will focus on meeting the established goal during the unit of study, by utilizing different strategies and practices taught by the ELA/ESL teacher.
- Develop common core-aligned units of study that incorporate opportunities for students to read and analyze informational texts and write opinions and arguments in response.
- *Step Up For Writing* Program for ELLs - promote clear communication in students' writing and supply the students with skills and strategies to become successful independent readers and writers. The program exposes students to many different writing strategies, which in turn provides scaffolds to what was already taught.
- Achieve 3000 is programmed into student's schedule as well as utilized within classrooms as a workstation.

Science and Social Studies teachers will apply specific instructional practices and will be provided with professional development opportunities that focus on:

- Driving whole-class and small-group instruction using data.
- Students are grouped according to their academic/instructional abilities as well as literacy skills.
- Classroom Differentiation: Tiered tasks include but are not limited to using levels of Bloom's Taxonomy so that questions and tasks are matched to student academic levels as well as incorporating varied instructional strategies and, at times, instructional material to support the specific needs of the students in each ability group. Similar to ELA, tasks can also incorporate the use of different leveled texts to match student readability levels as well as graphic organizers to support learning at different levels of complexity.
- Literacy in Content Areas- Emphasis on instruction in reading and writing skills needed for students to perform complex literacy tasks as well as develop proficiency in reading comprehension. Literacy strategies/techniques such as questioning, identifying main idea, finding evidence to support a conclusion, and context clues are embedded in unit planning and assessments.
- Student Goal Sheets – Students establish individualized unit goals based on a skill or standard that is assessed by the pre unit content area assessment. Students will focus on meeting the established goal during the unit of study.
- Common Core State Standards – Teachers will begin aligning units of study that incorporate opportunities for students to view the text critically by examining it from numerous perspectives as well as overall effectiveness of particular aspects of the text.
- Title IID Grant: Technology strategies will be used in ELL/SWD classrooms with Title IID trained teachers

In addition to using formal assessments such as the **NYS English Language Arts** and the **NYSESLAT** exam a variety of other assessments are used to monitor student progress and guide teachers to data driven instruction.

These assessments include:

- Teacher created assignments and projects.
- Student work folders and portfolios.
- **Prosper Assessment System - Pre & Post Unit Assessments** (aligned to state standards) in ELA, science and social studies are used to differentiate instruction based on the state standards as well as skills. These assessments provide data regarding student growth within each unit as well as throughout the course of the school year. Due to the alignment to state exams, pre and post unit assessments provide evidence of how students are performing in relation to the standards.
- **ACUITY Predictive and Diagnostic Assessments** in ELA are also used to differentiate instruction based on the learning standards. An analysis is conducted on the performance of all students as well as students in each sub-group for each assessment that is administered.
- **ELA Running Records** are administered 3x each year by the ELA teachers. This data is disseminated to teachers in all content areas and is used to assist them with addressing student needs. Students' growth in reading levels is benchmarked and monitored from the beginning of the year to the end of the year.
- **Exit Cards** are often used at the closing of lessons to assess students understanding of the concept that was taught. This data is used to group students and plan for further differentiation.
- ELA teachers maintain a T.A.N (**Teacher's Assessment Notebook**). Science teachers maintain a **Science Assessment Notebook (S.A.N)**. Social studies teachers maintain the **Social Studies Checklist (SSC)**. These assessment notebooks are used to diagnose and document student needs as well as prescribe appropriate intervention strategies throughout the school year.
- **LAB- R** exams which are used to determine student eligibility and placement in ESL services.

Academic Intervention Services

Tier 1 & 2 AIS for ELL and students with disabilities are provided throughout the school year. ELA and ESL classes are programmed in blocks of 90 minutes. Tier 1 interventions are provided during the 90 minute block by utilizing differentiated instruction as well as student-teacher conferences. Pull-out Tier 2 AIS intervention is also provided for targeted students. Achieve 3000 is one of the programs that is being utilized as the Tier 2 intervention. Students receive level-appropriate, standards-aligned nonfiction reading/writing assignments. The Web-based assignments are interactive and provide more time-on-task, which in turn fosters gains in reading comprehension, fluency, writing skills and vocabulary development across subject areas. Teachers and administrators are provided with ongoing management reports and diagnostic data that enable individualized intervention and remediation based on a given student's needs.

Extended Day (37 ½ minutes)

All ELLs and students with disabilities are mandated to attend 37 ½ minute tutorial sessions (three days per week). Teachers will provide additional instructional support during these sessions.

TITLE III Programs

Early morning and after school programs to meet the specific needs of our ELL's (as well as ELLs with disabilities) through Title III funding.

Supplemental Educational Services (SES)

After school support programs will be offered to targeted students. All participating students in grades 6, 7, and 8, including English Language Learners and special education students, will be grouped based on assessed needs for additional instruction to improve literacy skills.

The following monitoring systems have been established to evaluate and discuss the above mentioned data systems, policies and practices, and in order to determine needed modifications throughout the year:

- **Bi-weekly Cabinet Meetings** - 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 ELL and students with disabilities.
- **Department & Academy Meetings** – Professional development is provided once a month for teachers within the same content area (department) to discuss department goals, instructional practices and ELL/SWD performance trends. Professional development is also provided once a month for teachers (cross content areas) within the same academy to discuss academy goals and initiatives, as well as discuss ELL/SWD student performance trends for the students that each group of different content area teacher teaches. This

time is used to gain qualitative data through deeper understanding of collective perspectives and by collegial conversations with teachers.

- **Weekly Teacher Team Meetings (Department & Academy Teams)** - Weekly teacher team meetings allows teachers, within the same content area and same grade level, to meet together to plan and discuss the curriculum as well as effective instructional strategies by using data (i.e. analyzing student work, pre & post unit assessments). This occurs three times a month. Once a month, teacher teams are reorganized into academy teams. Teachers (of different content areas) within the same academy and who have the same students, meet together to discuss student progress and next steps. ELL students and students with disabilities, who have been targeted for the inquiry study, are also part of the focus of discussion.
- **Weekly Core Data Inquiry Team Meetings** - The Core Data Inquiry Team meets once a week to track targeted ELL and student with disabilities progress, discuss long and short-term goals, as well as use gathered data to discuss implications for instruction on a school-wide level.
- **Weekly Literacy Team Meetings** - ELA and ESL teachers collaborate with the Special Education, ELA and ESL Assistant Principals to create professional development sessions so that teacher needs are met. These planning sessions are based on formal and informal assessments (i.e. observations, teacher team meetings, classroom walkthroughs, surveys, T.A.N.s) that occur throughout the school year and are used to assist in the implementation of the balanced literacy model.
- **Scheduled Academy Pupil Personnel Team Meetings** – The team at scheduled meetings discusses students who have demonstrated a lack of progress after interventions have been implemented as well as next steps.
- **Weekly Special Education Leadership Team Meetings** (comprised of assistant principal, school psychologist, school social worker, and special education teachers) – Members of the leadership team discuss school goals and instructional practices for addressing needs of special education students. The team also discusses and plans professional development sessions to address state and city initiatives.

Part B: For Title I SINI Schools Only

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 will be used to remove the school from school improvement.

As part of a comprehensive professional development plan for our school, when appropriate, differentiated professional development will be provided for those teachers of students that are LEP and SWDs. Professional development will assist teachers with devising and planning curriculum as well as develop pre and post unit assessments that are reflective of skills and standards that are to be addressed. The goal of these professional development sessions is to not only help teachers better understand the needs of students in our targeted subgroups, but to also assist teachers who service our targeted subgroups, by providing aligned and effective pedagogy in literacy for all content areas. Literacy problems can hinder student progress and create barriers to understanding, not only English language arts, but also science and social studies content. Students must be able to understand specialized vocabulary, identify key pieces of information within texts, and synthesize the information to make meaning. Professional development will focus on assisting science and social studies teachers to meaningfully integrate literacy strategies into their content area as means of connecting instruction with reading and writing.

These professional development sessions will also focus on collecting and analyzing data as well as differentiating instruction. Emphasis will be placed on establishing student assignments that are differentiated by level and questions designed with teacher understanding of the revised Bloom's Taxonomy. These tasks will frequently be accompanied with instructional supports; examples include but are not limited to: graphic organizer with annotations or questions; leveled texts; activities with questions that match the appropriate depth of knowledge for the student group or strategies for skill building. Teachers provide additional supports to ensure success among struggling learners as well as craft rigorous tasks that challenge their highest achievers.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

Teachers will be assigned as mentors to help provide additional instructional support. Mentoring sessions will include some of the following practices: set goals, plan (agendas and action plans) and establish targets; review progress in implementing content specific instructional design; collect, analyze and monitor student performance results. By meeting together, teachers and mentors will be able 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 and teachers. Weekly teacher teams will also provide teachers with opportunities to collaborate and share best practices; this, in turn, reinforces the work that is discussed during mentoring sessions.

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.

Parents will initially be sent letters that specifies the school's current SINI status as well as explain some of the interventions and programs that will be implemented to provide the highest quality instructional program to best meet the needs of their child. The letter will also explain that some students may be eligible for Supplemental Educational Services (SES). A meeting for parents will take place as a follow up to the letter, which will focus on answering any questions parents may have about the school improvement interventions and programs described within the letter.

Our parent coordinator will continue to actively involve parents in their child's education. She will continue to expand and enhance her role as a member of our School Leadership Team, where its members, consisting of parents, teachers, and principal, meet monthly to discuss school-wide issues that may include school data as well as the school's current status. Utilizing existing committees and personnel that include the School Leadership Team, parent coordinator, and Parent Teacher Association, I.S. 73 will disseminate information to the parents of our students to effectively communicate the findings of our needs assessment. The following additional practices will continue to be used:

- Conduct informal and formal discussions with parents & community members. The parent coordinator, the principal, and assistant principals will be available (during the school day) to answer any additional questions/concerns that parents may have in regards to the SINI status.
- Provide appropriate language translations
- Parent Coordinator and PTA President will collect data based on parent surveys
- All needs assessment findings will be discussed during PTA meetings and School Leadership Team meetings
- Communicate with parents via an automated phone messaging system. The automated system delivers school messages to a live person, an answering machine or voice mail system. It is used to notify parents if their child is reported absent from school, alert parents of PTA meetings as well as of other important school matters.

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

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

Part I: School ELL Profile

A. School Information

Cluster Leader/Network Leader Daniel Purus/Charles Amundsen	District 24	Borough Queens	School Number 073
School Name Frank Sansivieri Intermediate School 73Q			

B. Language Allocation Policy Team Composition

Principal Camillo V. Turriciano	Assistant Principal Gail Elefther-Jerez, AP, ESL
Coach Paul Corsi	Coach Elizabeth Johnson, ELA Teacher
ESL Teacher Kassiani Sideris	Guidance Counselor Terry Becerra
Teacher/Subject Area Cathy Pagan, Science	Parent
Teacher/Subject Area Jocelyn Strategakos, ESL	Parent Coordinator Daisy Rangel
Related Service Provider Brenda Bredes	Other Ellen Andriello, AP
Network Leader Daniel Purus	Other Dale Herman, ELL Coordinator

C. Teacher Qualifications

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

Number of certified ESL teachers	7	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	3
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	1516	Total Number of ELLs	248	ELLs as share of total student population (%)	16.36%
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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	<input checked="" type="radio"/> K	<input checked="" type="radio"/> 1	<input checked="" type="radio"/> 2	<input checked="" type="radio"/> 3	<input checked="" type="radio"/> 4	<input checked="" type="radio"/> 5
	<input checked="" type="radio"/> 6	<input checked="" type="radio"/> 7	<input checked="" type="radio"/> 8	<input checked="" type="radio"/> 9	<input checked="" type="radio"/> 10	<input checked="" type="radio"/> 11

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained							1	1	3					5
Push-In							3	6	3					12
Total	0	0	0	0	0	0	4	7	6	0	0	0	0	17

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	248	Newcomers (ELLs receiving service 0-3 years)	124	Special Education	65
SIFE	23	ELLs receiving service 4-6 years	83	Long-Term (completed 6 years)	41

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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	124	24	8	83	0	34	41	0	23	248
Total	124	24	8	83	0	34	41	0	23	248

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

C. Home Language Breakdown and ELL Programs

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

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
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							65	53	43					161
Chinese							13	6	25					44
Russian														0
Bengali							1	3	2					6
Urdu							1	1	0					2
Arabic							2	3	2					7
Haitian														0
French							1							1
Korean														0
Punjabi									1					1
Polish								5						5
Albanian									2					2
Other							6	6	7					19
TOTAL	0	0	0	0	0	0	89	77	82	0	0	0	0	248

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Paste your answers to questions 1 - 7 here:

1. We have 3 models of instruction for ELLs, and we have aligned our ESL instruction 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.

A. Programming and Scheduling Information

Our self-contained special education classes are departmentalized as follows: two special education teachers share content area instruction--one teaches science and math, while the other teaches ELA and social studies. Our ESL teachers push in to ELA or social studies wherever the program allows. For others, we do have minimal pull-out classes.

Balanced literacy in the workshop model facilitates instruction and practice within small groups. In their English classes, students are grouped according to their pre and post data, as well as informal teacher assessment. Instruction is data-driven and differentiated to meet the needs of all ELLs. Through conferencing during work time, teachers can assess areas of greatest 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 are taught collaboratively. We have minimal pullout ESL classes, solely for our SWD 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, as well as to approach Standards for the common core subjects. Students are serviced by certified ESL teachers for the ESL periods, based upon their level of English language proficiency, and by 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 with such strategies as paired reading, read-aloud, re-telling, graphic organizers, journals, and literature circles. All content area teachers, not just ESL teachers, are tiering their work time activities to meet individual student needs. Through these strategies, teachers can focus on student understanding of content areas and linguistic structures. Emphasis on academic language helps ELLs succeed across content areas.

2.

a. 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 additional 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.

3. Freestanding Model:

All ELA classes for ELLs are taught by licensed ELA teachers and all ELLs receive their mandated ESL periods with licensed ESL teachers. All ELA teachers have been trained to use ELL strategies for their ESL students as well as their transitional students. Scaffolded lessons are used daily to ensure academic growth. Specific strategies used in our ELA classes are: double entry journal, mind mirror, and anticipatory guides, as well as several others.

Content Delivery of Instruction for ELLs:

Mathematics:

The Mathematics Department at I.S. 73 delivers math instruction to English Language Learners through a standards-based curriculum that is driven by the New York State Mathematics standards and new Common Core State Standards. ELL students are expected to follow the same curriculum as general education students. Teachers will identify their ELL students through data provided by the school as well as ARIS, and plan accordingly to meet the needs of those students through the use of the workshop model.

A. Programming and Scheduling Information

Instructional Strategies and Grade Level Materials Utilized: Mathematics

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language	Freestanding ESL
100% are organized with the definition of the word, a picture of the word, and an example of the word.	100%	100%	100%
75% e) Teacher-student conferencing is used to assist the student with individual weaknesses in order for the student to improve.	75%	75%	75%
50% d) Teachers will assign "Rationale Pieces" that will ask students to write their rationale for their answers in extended response questions. These questions are guided with a rubric and teachers provide feedback to help the students improve upon their work in the future.	50%	50%	50%
25% e) All students including ELL students are expected to meet the standards in order to become better mathematicians.	25%	25%	25%
100% Mathematics Materials that are utilized within the program include:	100%	100%	100%
75% a) The Impact Math textbook series, review handbooks, and differentiated materials for students.	75%	75%	75%
50% b) The New York State workbook and New York State Coach workbook are also used.	50%	50%	50%
25% c) ELL students participate in the extended day program and use the Buckle Down workbook during math instruction.	25%	25%	25%
100% Social Studies: Teachers in social studies use data to inform their instruction.	100%	100%	100%
50%	50%	50%	50%
25%	25%	25%	25%
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

and visual aides (e. g. Power Point). Teachers have been trained to use the NYSED website to access translated texts such as Chinese and/or Spanish. The social studies department assistant principal and two lead teachers have attended the QTEL training and have turnkeyed their training to the entire department in order to implement the strategies in the classroom. ELL students are also asked to

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

8. Our targeted intervention program for ELLs is providing four extra periods in literacy using the "Achieve 3000" program, 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.

In the science and social studies departments, we have programmed double block periods to support our English Language Learners. There is a literacy component in our instruction that bridges all content area subjects. We want our ELLs to use the native language to support their learning. Therefore, we allow them to carry electronic translators and we have both picture and regular dictionaries in addition. We have word-to-word dictionaries as well, and we place those in our ELL content area classrooms. When students come in from other countries, we pair them within their classes with students in the same language group so that they can assimilate to the school setting. We also maintain a list of current staff which includes any language other than English that they can speak. When we require translation services, either for administrative purposes, or for the students, we can call upon them utilizing this list.

A Programming and Scheduling Information

B. Programming and Scheduling Information--Continued

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9. 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. They also receive the same testing modifications afforded all ELLs in our building. Where programming permits, they will also receive additional periods using "Achieve 3000", as well as the support of literacy classes taught by certified ESL teachers.

10. We have mentioned the "Achieve 3000" Program and "Step up to Writing" strategies above. A new program we are launching this year is a newcomer lab for Title III using Rosetta Stone in English, as well as starting a native language arts Chinese math class during the Title III program. Since all ELL children are required to strive to reach common core standards, our aim is to help them develop higher order thinking skills in the English language. In math, it is not only computation that matters, but also being able to use academic language to explain how they achieved the answer. This class will focus on supporting the native language using a math teacher who is fluent in Chinese, as well as an ESL teacher who will team teach the class. This kind of instruction reinforces content area vocabulary, native language arts, and math skills.

11. We are no longer using Read 180 or System 44 to support our ESL program because the student data did not support expected outcomes. However, we will be using materials and resources from Read 180 for classroom instruction.

12. We have Maspeth Town Hall, which is an after-school recreational program. Flyers are sent out to parents in multiple home languages to afford all ELLs to opportunity to participate in the program.

We also offered our Grade 8 ELLs the opportunity to participate in the specialized high school preparatory course being offered here. Permission slips were sent out to parents in multiple home languages. The class met for four two-hour sessions in the month of October. Those sessions occurred on Oct. 18, 20, 25, and 27.

Opportunity to participate in all recreational and academic programs is offered to ALL students in the school, including our ELLs. Historically, many of our ELLs have participated in the Title III After School Program for ELLs. We offer Title III services to transitional

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Opportunity to participate in all recreational and academic programs is offered to ALL students in the school, including our ELLs. Historically, many of our ELLs have participated in the Title III After School Program for ELLs. We offer Title III services to transitional ELLs as well. That program is offered through one before-school class which will meet three times per week, two after-school classes

A. Programming and Scheduling Information

individualized to each student's level and need. We are also assessing the SWD ELLs to determine their reading skills needs, for example

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

1. All content teachers of ELLs will have ongoing training 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 participated last year in Dr. Robert Marzano's workshop entitled "The Challenge of Academic English: Research-based Instruction for Language and Literacy". Our literacy coach, as well as our assistant principals were trained as well. 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 a professional development session in ensuring that these strategies are utilized for our students. Teachers who share ELL classes will work in teams to plan collaboratively. All content area ELL teachers are trained through planning periods with assistant principals and lead teachers who have been trained in QTEL and differentiated instruction techniques. Our math coach and assistant principals provide training all year long for co-teachers of push-in classes.

Twice a month, we conduct academy team meetings to discuss student achievement, both academic and social. Additionally, as areas of need are identified, we will adapt our professional development topics as necessary.

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 auditorium in large group format, and teachers who are free are invited to participate.

3. All content area departments were trained in Marzano's Six Step Vocabulary Development. Workshops will be offered throughout the school year to reinforce these principles. Through teacher team meetings, strategies to use for ELLs across content area will be examined and shared. We have training planned for the citywide staff development day, when the entire content area instructional staff will be trained in the implementation of this approach. This year, each department chair is responsible for continuing this training through teacher team sessions, as well as keeping staff sign-in sheets (attendance rosters). An additional workshop will be mandated for all staff with a focus on ELL sensitivity training. This will take place during the November Professional Development Day. This includes paraprofessionals, special education teachers, guidance counselors, the SBST, speech teachers, and our parent coordinator.

We will also have a full-staff training on understanding the LAP and what it means for the ELLs. The entire staff should be familiar with this document, and understand how it influences the program and instruction for ELLs. This training will take place at a full-staff faculty conference when the final document is approved. This includes paraprofessionals, special education teachers, guidance counselors, the SBST, speech teachers, and our parent coordinator.

All secretaries and guidance counselors receive a repeated workshop dealing with handling the intake process to ensure compliance. Guidance counselors are often called upon to interview parents and glean information from the HLIS. Secretaries also must understand that the process of admitting students is different for potential ELLs. This training takes place in September.

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In addition, guidance counselors are trained to help students transition from one grade to another, as well as helping students who are new to the school. The ELL assistant principals trains the guidance personnel to run auditoriums in the beginning of each year to help ELLs become accustomed to their new academic and physical setting. Then, each academy has a special assembly for ELLs.

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E. Parental Involvement

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

Paste response to questions 1-4 here

1. Parents of ELLs are provided with subject-appropriate workshops on an ongoing basis. Some of these include:

- a) Orientation and program selection
- b) Understanding the NYSESLAT examination
- c) What is required of your child on standardized examinations?

These subject-appropriate workshops are facilitated by the ELL Coordinator, along with varied personnel depending upon the topic. We have utilized subject teachers, ESL teachers, and coaches to assist us with these activities. We also provide translation services through school personnel, and each meeting is translated into the varying home languages of the parents present. Wherever necessary, we will utilize the translation services provided by the Department of Education.

All parents are invited to workshops continuously throughout the school year. These are facilitated by guidance counselors, our parent coordinator, and teachers as required. Simultaneous translation services are provided by bilingual staff as necessary for each specific group. Those deal with:

- a) drug abuse
- b) how to read the report card
- c) health issues
- d) promotion standards
- e) high school application process
- f) meet the teachers school orientation night

2. The school partners with community organizations to provide workshops to all parents, and flyers are sent out in native languages of ELL parents in order to get them to attend. We will once again provide Learning Leaders Workshops for parents, CAP in our building will offer us a workshop in internet safety (cyber-bullying), the local police precinct (104th) does a workshop on gang awareness, and the FDNY will present a workshop on fire safety as well. This year, Jeanette Ramos from Cornell will be giving an eight-week workshop for parents on nutrition and health. This will begin in January, though we will host an introductory session in November.

3. With the assistance of our ELL and parent coordinators, a needs assessment will be disseminated to parents. It will be translated into home languages represented by the greater percentage of our ELL population.

4. In the recent past, parents requested an ESL class and we offer that through Title III. After evaluating the needs assessment surveys, we will determine whether a parent GED class is required. If so, we have materials and can provide this through Title III. By teaching the parents English, we build a bridge between the home and school environments. Historically, the parent ELL class has gone on one trip with their ESL teacher. Hopefully we will be able to do the same this year.

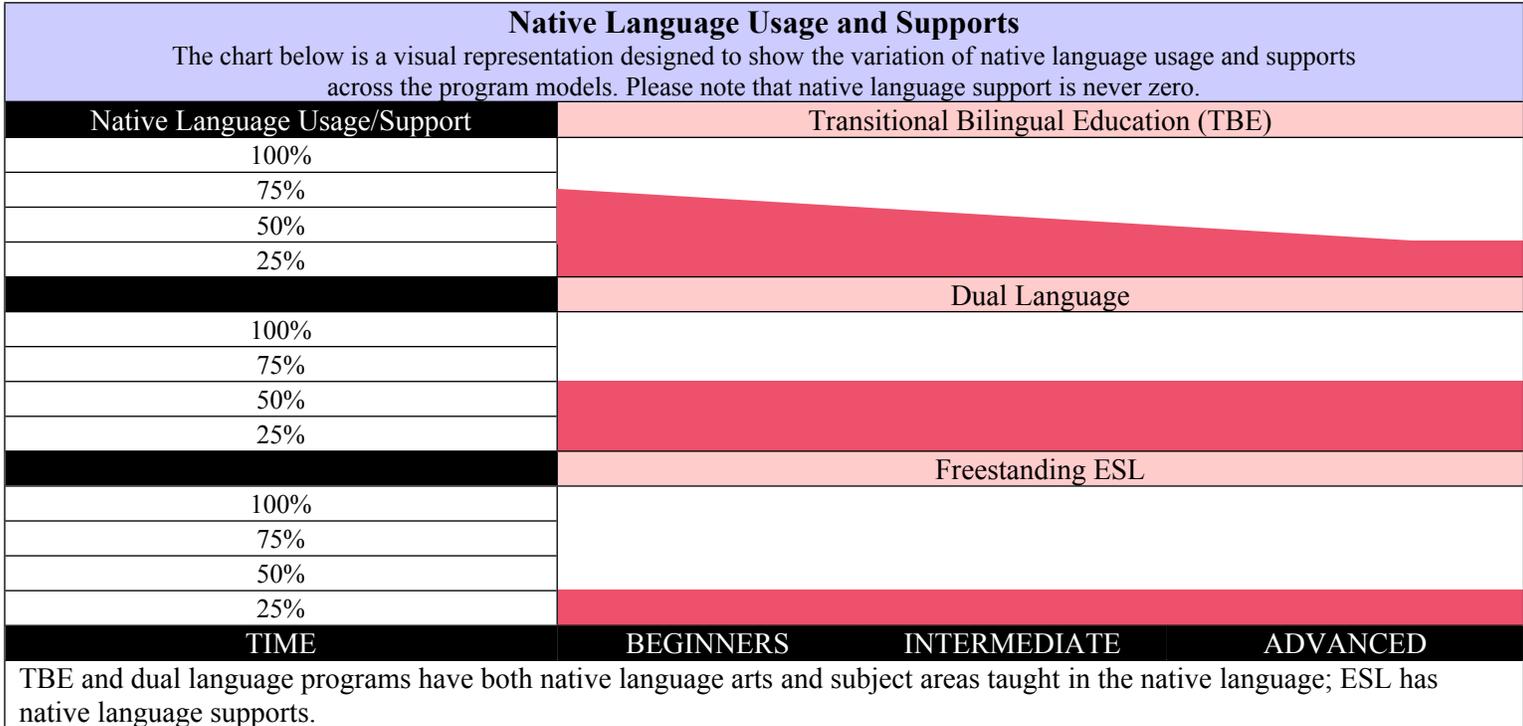
All meetings and parent activities include staff who can provide translation service for our non English-speaking population. As previously mentioned, we maintain a list of staff who have knowledge of language other than English for this purpose.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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

FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



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

Paste response to questions 8-17 here

8. Our targeted intervention program for ELLs is providing four extra periods in literacy using the "Achieve 3000" program, 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

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In the science and social studies departments, we have programmed double block periods to support our English Language Learners. There is a literacy component in our instruction that bridges all content area subjects. We want our ELLs to use the native language to support their learning. Therefore, we allow them to carry electronic translators and we have both picture and regular dictionaries in addition. We have word-to-word dictionaries as well, and we place those in our ELL content area classrooms. When students come in from other countries, we pair them within their classes with students in the same language group so that they can assimilate to the school setting. We also maintain a list of current staff which includes any language other than English that they can speak. When we require translation services, either for administrative purposes, or for the students, we can call upon them utilizing this list.

9. 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. They also receive the same testing modifications afforded all ELLs in our building. Where programming permits, they will also receive additional periods using "Achieve 3000", as well as the support of literacy classes taught by certified ESL teachers.

10. We have mentioned the "Achieve 3000" Program and "Step up to Writing" strategies above. A new program we are launching this year is a newcomer lab for Title III using Rosetta Stone in English, as well as starting a native language arts Chinese math class during the Title III program. Since all ELL children are required to strive to reach common core standards, our aim is to help them develop higher order thinking skills in the English language. In math, it is not only computation that matters, but also being able to use academic language to explain how they achieved the answer. This class will focus on supporting the native language using a math teacher who is fluent in Chinese, as well as an ESL teacher who will team teach the class. This kind of instruction reinforces content area vocabulary, native language arts, and math skills.

11. We are no longer using Read 180 or System 44 to support our ESL program because the student data did not support expected outcomes. However, we will be using materials and resources from Read 180 for classroom instruction.

12. We have Maspeth Town Hall, which is an after-school recreational program. Flyers are sent out to parents in multiple home languages to afford all ELLs to opportunity to participate in the program.

We also offered our Grade 8 ELLs the opportunity to participate in the specialized high school preparatory course being offered here. Permission slips were sent out to parents in multiple home languages. The class met for four two-hour sessions in the month of October. Those sessions occurred on Oct. 18, 20, 25, and 27.

Opportunity to participate in all recreational and academic programs is offered to ALL students in the school, including our ELLs. Historically, many of our ELLs have participated in the Title III After School Program for ELLs. We offer Title III services to transitional

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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)?

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We will also have a full-staff training on understanding the LAP and what it means for the ELLs. The entire staff should be familiar with this document, and understand how it influences the program and instruction for ELLs. This training will take place at a full-staff faculty conference when the final document is approved. This includes paraprofessionals, special education teachers, guidance counselors, the SBST, speech teachers, and our parent coordinator.

All secretaries and guidance counselors receive a repeated workshop dealing with handling the intake process to ensure compliance. Guidance counselors are often called upon to interview parents and glean information from the HLIS. Secretaries also must understand that the process of admitting students is different for potential ELLs. This training takes place in September.

In addition, guidance counselors are trained to help students transition from one grade to another, as well as helping students who are new to the school. The ELL assistant principals trains the guidance personnel to run auditoriums in the beginning of each year to help ELLs become accustomed to their new academic and physical setting. Then, each academy has a special assembly for ELLs.

The ELL Coordinator works with the guidance counselors to provide them with training on how to handle the task of helping ELLs become successful, both academically and socially. Some tips for communicating with ELLs are shared, such as: helping ELLs understand by using TPR, facial expressions, gestures, and even pictures, charts and maps, the difference between academic language and communication skills, using vocabulary ELLs already know to introduce new words and topics, breaking up long or complicated concepts into smaller, more comprehensible chunks, etc.

There will be training funded by Title III, as indicated in the Title III narrative. Topics will be as follows: vocabulary development, NYSESLAT, data-driven instruction, math instructional strategies for ELLs, conferencing and assessment strategies, and co-teaching strategies for SWD ELLs.

E. Parental Involvement

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

Paste response to questions 1-4 here

1. Parents of ELLs are provided with subject-appropriate workshops on an ongoing basis. Some of these include:

- a) Orientation and program selection
- b) Understanding the NYSESLAT examination
- c) What is required of your child on standardized examinations?

These subject-appropriate workshops are facilitated by the ELL Coordinator, along with varied personnel depending upon the topic. We have utilized subject teachers, ESL teachers, and coaches to assist us with these activities. We also provide translation services through school personnel, and each meeting is translated into the varying home languages of the parents present. Wherever necessary, we will utilize the translation services provided by the Department of Education.

All parents are invited to workshops continuously throughout the school year. These are facilitated by guidance counselors, our parent coordinator, and teachers as required. Simultaneous translation services are provided by bilingual staff as necessary for each specific group. Those deal with:

- a) drug abuse
- b) how to read the report card
- c) health issues
- d) promotion standards
- e) high school application process
- f) meet the teachers school orientation night

2. The school partners with community organizations to provide workshops to all parents, and flyers are sent out in native languages of ELL parents in order to get them to attend. We will once again provide Learning Leaders Workshops for parents, CAP in our building will offer us a workshop in internet safety (cyber-bullying), the local police precinct (104th) does a workshop on gang awareness, and the FDNY will present a workshop on fire safety as well. This year, Jeanette Ramos from Cornell will be giving an eight-week workshop for parents on nutrition and health. This will begin in January, though we will host an introductory session in November.

3. With the assistance of our ELL and parent coordinators, a needs assessment will be disseminated to parents. It will be translated into home languages represented by the greater percentage of our ELL population.

4. In the recent past, parents requested an ESL class and we offer that through Title III. After evaluating the needs assessment surveys, we will determine whether a parent GED class is required. If so, we have materials and can provide this through Title III. By teaching the parents English, we build a bridge between the home and school environments. Historically, the parent ELL class has gone on one trip with their ESL teacher. Hopefully we will be able to do the same this year.

All meetings and parent activities include staff who can provide translation service for our non English-speaking population. As previously mentioned, we maintain a list of staff who have knowledge of language other than English for this purpose.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							23	26	32					81
Intermediate(I)							23	38	35					96
Advanced (A)							74	42	32					148
Total	0	0	0	0	0	0	120	106	99	0	0	0	0	325

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							6	5	8				
	I							6	17	17				
	A							58	26	22				
	P							78	75	77				
READING/ WRITING	B							17	20	24				
	I							21	37	32				
	A							58	34	32				
	P							52	32	36				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	56	73	7	0	136
7	44	59	1	0	104
8	26	69	1	0	96
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	16		58		56		16		146
7	19		61		24		20		124
8	13		46		44		14		117
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	13		58		32		1		104
NYSAA Bilingual Spe Ed									0

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

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

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

- 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?

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: Frank Sansivieri IS 73Q		School DBN: 24Q073	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Camillo V. Turriciano	Principal		10/31/11
Gail Elefther-Jerez	Assistant Principal		10/31/11
Daisy Rangel	Parent Coordinator		10/31/11
Kassiani Sideris	ESL Teacher		10/31/11
	Parent		
Cathy Pagan	Teacher/Subject Area		10/31/11
Cyndi Brown	Teacher/Subject Area		10/31/11
Paula Corsi	Coach		10/31/11
	Coach		
Terry Becerra	Guidance Counselor		10/31/11
Daniel Purus	Network Leader		10/31/11
Dale Herman	Other <u>ELL Coordinator</u>		10/31/11
Ellen Andriello	Other <u>Assistant Principal</u>		10/31/11
Brenda Bredes	Other <u>Related Services</u>		10/31/11
Jocelyn Strategakos	Other <u>ESL Teacher</u>		10/31/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 24Q073 **School Name:** Frank Sansivieri IS 73Q

Cluster: 2 **Network:** CFN208

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

Part A: Needs Assessment Findings

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

We 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

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.

Il flyers, letters, and newsletters for parents will be sent home in English, Spanish, and Chinese. We have staff members who speak and write Polish, Russian, Arabic, and Italian among others. For other language assistance, 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, Polish, Russian, and Arabic 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.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Frank Sansivieri IS 73Q	DBN: 24Q073
Cluster Leader: Charles Amundsen	Network Leader: Daniel Purus
This school is (check one): ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ✱Before school ✱After school ●Saturday academy ●Other:
Total # of ELLs to be served: 60 Grades to be served by this program (check all that apply): ●K ●1 ●2 ●3 ●4 ●5 ✱6 ✱7 ✱8 ●9 ●10 ●11 ●12
Total # of teachers in this program: 5 # of certified ESL/Bilingual teachers: 3 # of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Rationale:

I. S. 73's Title III Supplemental Program for ELLs provides an enriched program which is tailored to meet the individual needs of our school's ELL population. We incorporate a standards-based curriculum with focus on the workshop model and assisting participants in meeting performance standards. The rationale for the instructional program is to afford the children individual attention in a smaller group setting. Our teachers for the program have been provided high-quality professional development with emphasis on ELL methodologies. They are given data to inform their instruction and help them tailor their curricula to the children's strengths and weaknesses. They have been trained in ASCD's Differentiated Instruction techniques. The program is available to all ELLs, including SWD and newly proficient students.

Subgroups and grade levels of students to be served:

Through our Title III Program, we will service 6th, 7th, and 8th grade ELLs. As mentioned above, the opportunity to participate is offered to our entire ELL population, including SWD ELLs and newly proficient ELLs. We encourage newly proficient ELLs to partake of the program in order to help them transition comfortably to their new status.

Schedule and duration:

Our program will have one morning class which will meet Tuesdays, Wednesdays, and Thursdays for a duration of 1 hour per session, and 3 after-school classes which will meet for a duration of 1.5 hours twice per week, Wednesdays and Thursdays. This, of course, is contingent upon staffing and parent demand. The AM class will have a total of 48 sessions; the PM classes will have a total of 32 sessions. This will balance the total hours of all classes. The program will begin on December 7, 2011 and terminate on April 5, 2012. Each class will service 20 - 25 students.

The emphasis of the program will once again be a humanities block encompassing ELA and Social Studies. Literacy across content areas will be the philosophy that will drive the instructional program, with the goal of helping ELLs to develop academic language. As the school year progresses, we will focus on test preparation, since the majority of ELLs must take the ELA exam, and all of them take the state math exam and the NYSESLAT.

We will have a newcomer class which will be offered the Rosetta Stone Program to help them gain greater levels of English proficiency.

This year, we will also offer a mathematics class which will be co-taught by a math teacher who is fluent in Chinese, and an ESL teacher. The class will be taught partially in Chinese, with vocabulary skills reinforced by the ESL teacher in English.

We will also offer a parent ESL class which will meet for twenty two-hour sessions. This normally begins approximately one month after the start of the student program.

and types of certified teachers:

We hope to hire a total of 5 teachers for the program, 1 of whom is certified in mathematics, and 4 of whom are certified ESL teachers.

Part B: Direct Instruction Supplemental Program Information

Types of materials:

We will once again utilize ESL skills workbooks as follows:

- a) Finish Line for ELLs
- b) Best Practices in Reading, Levels F, G, H, and I
- c) Achieving on the NYSESLAT
- d) Empire State NYSESLAT
- e) ELA Coach Workbook
- f) We will be utilizing 10 laptop computers just to support the Rosetta Stone Software, and we will be providing compatible headphones through Title III.
- g) We are investigating appropriate materials for the NL (Chinese) mathematics class, since this is the first year we are offering this class. We will need bilingual Chinese mathematics books.
- h) Assorted dictionaries and word-to-word dictionaries in the varied native languages of the program participants.

Part C: Professional Development

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

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

Begin description here:

Rationale:

IS 73 Title III Professional Development program will focus on providing teachers with scaffolding and differentiated instruction strategies for teaching ELLs. It will also focus on how to prepare ELLs to meet and exceed the NYC and NYS performance and Learning Standards, and achieve higher scores on all city and state assessments. Content area teachers will be invited to participate since our goal is to align core curricula in order to provide ELLs with consistent methodologies. We have many teacher team sessions scheduled throughout the week. These focus on instruction strategies, curriculum, and using individual student data to drive instruction.

These professional development sessions will be facilitated by school administrators, ESL/Bilingual Coordinator, literacy teachers, and the math coach.

Teachers working in the supplementary instructional program will receive 9 sessions of professional development before or after the school program, depending upon the greatest teacher availability.

Teachers to receive training:

Teachers working the program will be included in the professional development sessions, as well as other teachers servicing the ELL community across the content areas.

Schedule and duration:

We will provide two 2-hour professional development sessions which we will devote to Scaffolding across the Disciplines: Types of Scaffolding. The first session will take place in December, and training

Part C: Professional Development

will be ongoing during teacher team sessions and additional professional development sessions. The target audience will be ESL and ELA teachers, then content area teachers who service the ELL population. Title III teachers are given priority for all workshops. In the Title III Program, we focus on differentiated instruction strategies such as previewing, building backgrounds, etc.

We will provide 4 hours of professional development addressing Differentiated Instructional Strategies in content area classes. These will begin in January and be revisited in the spring term. Target audience: ESL/ELA teachers and content area teachers of ELLs. Strategies utilized in our Title III Program include: tiering activities, think/pair/share, inside/outside circle/ mind mirror, etc.

We will provide turnkey training in a workshop by Robert Marzano entitled “The Challenge of Academic English: Research-Based Instruction for Language and Literacy”. The program is about vocabulary development for ELLs in content areas. Teachers who attended will be sharing their expertise. This training will be ongoing, and geared for teachers of ESL and teachers of ELLs in the content areas. It is a combination of wide reading and direct vocabulary instruction. Marzano suggests that teachers work in grade level teams.

A 2-hour professional development session will be devoted to the strategies required to prepare ELLs to meet the city and state standards and to gain a clear understanding of the NYSESLAT. This session will take place in the beginning of the spring term, as state testing approaches. Target audience will be ESL and ELA teachers, and staff teaching content area subjects to ELLs. Practice sessions within Title III Program will focus on honing listening and speaking skills, with additional practice in reading comprehension and writing skills.

A 2-hour professional development session will be devoted to utilization of data to drive instruction. This will take place in January, after the data has become available from the year’s first Acuity Examination. ESL and ELA teachers are the target audience for this workshop. Teachers of Title III will be provided Acuity, Pre/Post ELA and Math Unit exams using the Prosper Assessment system, and NYSESLAT scores in order to group students according to their academic needs and their levels of achievement.

A 2-hour professional development session will be devoted to mathematical instructional strategies to develop and enhance students’ skills and performance on the city and state assessments. The designated timing of this session will be decided based upon testing schedules. Target audience will be math teachers and Title III ESL teachers. This training will manifest itself in our Title III Program in the development of mathematical vocabulary strategies and is all-important this year since we will have a native language (Chinese) mathematics class.

A 2-hour session which will deal with conferencing and assessment strategies. This targets all teachers of core subjects, beginning with ESL/ELA teachers, and giving priority to the teachers of the Title III Program. Using conferencing as an ongoing assessment tool is high priority in our school. Teachers will learn to use Acuity results and item skill analysis to group their students for Title III instruction and tailor their lessons to student levels. In this way, we are using the same practices consistently throughout the

Part C: Professional Development

day.

A 2-hour session will be devoted to co-teaching strategies and the evaluation of appropriate ICT models. This will be given in an after-school session to be determined by teacher availability. The target audience is staff teaching Special Education and ICT ELLs, particularly those teaching in the Title III Program. Since we have SpEd ELLs in the program, this training is paramount.

Part D: Parental Engagement Activities

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

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

Begin description here:

Rationale:

The I.S. 73 Title III Program will provide ELL parents/guardians the opportunity to attend 20 sessions of ESL classes. They are designed to teach parents to speak and understand English. Aside from that goal, we hope to draw parents into the building who might otherwise be uncomfortable with the setting.

Schedule and duration:

The classes will begin in the spring term for a duration of twenty two-hour sessions which will take place once a week. The hours of instruction will be 3:00 PM - 5:00 PM.

Topics to be covered:

In the classroom, we will assess the needs of the parents to address planning of topics. In the past, we have focused on computer skills, conversational and listening skills, and simple reading and writing skills. The aim is to connect parents with their children so that they can assist them. We also have the materials to provide GED exam training, if the need exists.

Name of provider:

Linda Marziotto

How parents will be notified of these activities:

We will send home separate letters for the parent class, translated into the vernacular languages of our population. They will have a tear-off portion for a response.

Part E: Budget

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

Allocation Amount: \$0

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