



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2012-2013  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL NAME: FRANK SANSIVIERI IS 73Q**

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

**PRINCIPAL: CAMILLO TURRICIANO**

**EMAIL: [Cturric@schools.nyc.gov](mailto:Cturric@schools.nyc.gov)**

**SUPERINTENDENT: MADELENE CHAN**

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature
Camillo Turriciano	*Principal or Designee	
Lillian O'Sullivan	*UFT Chapter Chairperson or Designee	
Peter Giakoumis	*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	
Mary McGarrey Depuy	Member/Parent	
Connie Partinico	Member/Parent	
Brenda DeBonis Lukes	Member/Parent	
Lori Schlachter	Member/Parent	
Kristin Devino	Member/Teacher	
Marlena Kelly	Member/Teacher	
Michael Casale	Assistant Principal	

\* Core (mandatory) SLT members.

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

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

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

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

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

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

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

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

## **ANNUAL GOAL #1 AND ACTION PLAN**

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

### **Annual Goal #1**

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

*By June 2013, 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 62.5% (of current students) to 65.9% as measured by the 2013 NYS ELA exam.*

### **Comprehensive needs assessment**

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

*Our school's accountability status for the 2012-13 school year is "Good Standing." According to our school's performance on the 2012 NYS ELA exam, there was a 4.7% increase with regards to the number of students obtaining proficiency from 2011 to 2012. Ensuring continued academic progress for all students in ELA is of the utmost importance. Therefore, continuing to accelerate the student progress in ELA is a high priority goal.*

### **Instructional strategies/activities**

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

*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*
- *Small Group Instruction: Including Guided Reading and Writing*
- *Driving whole-class and small-group instruction using data*
- *Infused test preparation into the curriculum*
- *Classroom Differentiation: students' academic needs are addressed during the work period by either being assigned different work period tasks that are aligned to their academic level or by providing all students the same work period task, but providing scaffolds to certain groups of students as a means of helping them complete the task.*
- *Student Goal Sheets (Reading) – 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.*
- *Student Goal Sheets (Writing) – Quarterly goal sheet to focus on organization/procedural, strategies, craft and/or skills that students will work on.*
- *Common Core State Standards - aligned units of study that incorporate opportunities for students to read and analyze informational texts and*

*write opinions and arguments in response.*

- *CCLS, DOK and rigorous habits of mind are implemented during the units of study in alignment with Danielson's 3b - Questioning - Promoting Higher Order Thinking.*
- *Initial, Interim, and End Unit Tasks are aligned with CCLS and incorporate literacy skills to assess progress throughout the units.*

*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.*
- *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.*
- *Students grouped according to their academic/instructional abilities as well as literacy skills.*
- *Classroom Differentiation: students' academic needs are addressed during the work period by either being assigned different work period tasks that are aligned to their academic level or by providing all students the same work period task, but providing scaffolds to certain groups of students as a means of helping them complete the task.*
- *Common Core State Standards – aligned units of study that incorporate opportunities for students to read and analyze informational texts and write opinions and arguments in response.*
- *CCLS, DOK and rigorous habits of mind are being implemented during the units of study in alignment with Danielson's 3b - Questioning - Promoting Higher Order Thinking.*
- *Initial, Interim, and End Unit Tasks are aligned with CCLS and incorporate literacy skills to assess progress throughout the units.*

*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.*
- *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 Assessment Notebook (S.S.A.N)**. These assessment notebooks are used to diagnose and document student needs as well as prescribe appropriate intervention strategies throughout the school year.*
- ***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 Benchmark Assessments (2x)** 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.*
- ***Performance Series** are administered 2x each year through computer-based program with direction from ELA/Technology Instructors. 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.*

### **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 scaffolded/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 at risk. Achieve 3000, which is one of the programs that has been used as the Tier 2 intervention, has been 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) by placing an emphasis on providing 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. The Core Data Inquiry Team discusses student progress and the instructional strategies that are implemented in each student's classroom, regarding the inquiry study. This current year, we chose our inquiry students by administering a Pre Writing Assessment developed by the English Language Arts Department. Students who scored a level 1 on the writing rubric component for using supporting details and who are in the bottom third in performance on the 2012 NYS ELA exam were flagged initially. We also identified additional students with input from their teachers to be included for inquiry. The inquiry students will be monitored on their progress by collecting and analyzing writing data with specific emphasis on how they are using supporting details in their writing.*

*In May we will administer the Post Writing Test to analyze how the inquiry students performed. Main 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 department/academy 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 to check on progress. 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. 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 Principal provides 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 Principal 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).*

- *In addition to the Literacy Coach, we have instructional leads in Science and ELA to work directly with the Assistant Principal and teachers to work on curriculum development and writing (i.e. units writing tasks, unit curriculum maps, develop pre/post unit tests and rubrics). The ELA coach provides 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.*
- *Our Network CFN 208 Instructional Coach provides professional development opportunities regarding CCLS, DOK and rigorous habits of mind at meetings scheduled during the school year. Professional development sessions focusing on **Danielson 3b - Questioning - Promoting Higher Order Thinking** has been provided to support the classroom level rigor. Follow up training will continue throughout the year.*

### **Responsible Staff**

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

### **Timeline of Implementation:**

- *Ongoing from September 2012 to June 2013*
- *Supervisory staff will monitor and assess administration of action plans, and progress toward the goal in November 2012, January 2013, April 2013, and June 2013.*
- *Additional Evaluation of Academic Assessments will occur on a weekly and bi-monthly basis, as indicated below.*

### **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:*

- **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 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.
- Supervisor's conduct an assessment of teacher assessment notebooks.
- **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.
- **Weekly Literacy Team Meetings** – Literacy Coach and Instructional Lead literacy teachers collaborate with the ELA Assistant Principal to create professional development sessions so that curricula are rigorous and aligned to state standard. These planning sessions are based on analyzing student trends (formal and informal assessments) that occur throughout the school year.
- **Weekly Science Team Meetings** – The science assistant principal and lead science teachers meet to discuss student trends that focus department next steps as well as plan future professional development sessions, based on the needs of teachers and students.
- **Weekly Social Studies Team Meetings** – The social studies assistant principal and lead social studies teachers meet to discuss student trends that focus department next steps as well as plan future professional development sessions, based on the needs of teachers and students.
- **TeachBoost**, an online interface to manage classroom observations and teacher evaluations. This software program is utilized to assist educators with making the teacher evaluation process collaborative.
- **Academy Team Meetings:** APs, deans, and guidance counselors meet to discuss overall school occurrences as well as from their individual academy.

#### **Strategies to increase parental involvement**

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

*The PIP template is provided on pages 42 through 43 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:**

- *Providing materials and training to help parents work with their general education children to improve their instructional achievement levels in English Language Arts.*
- *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*
- *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 assistance to parents in understanding English Language Arts Common Core State Standards by facilitating conversations centered around the units of study.*
- *Providing 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.*

- *Utilizing Student Goal Sheets to reflect on progress with 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.*
- *Providing support from Learning Leaders for academic progress*
- *Providing CAP- Parent Workshop on Internet Safety and Bullying*
- *Providing Parent Workshops:*
  - *ARIS Parent Link weekly workshops*
  - *Orientation For Parents of New Entrants for ELL Students*
  - *High School Orientation (Spanish).*
  - *Middle School Training Sessions to Help Students Succeed in School - from Learning Leaders*
  - *Title III ESL weekly classes for parents of ELLs*
  - *Nutrition and Health from Cornell University weekly workshops*
  - *What is the NYSESSLAT Exam and What Does it Mean for ELLs?*

*IS 73 will further encourage school level parental involvement by:*

- *holding an annual Title I Parent Curriculum Conference such as Back to School Night*
- *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*
- *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](http://www.is73.org) to maintain communication on school events as well as to be informed about class assignments.*

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here:

### **Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

*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 to offer our students. These programs help to increase the level of tolerance and respect when students participate in group and class discussions on specific content topics. In addition, the programs help with setting educational goals in the classroom and give them the strategies necessary to attain those goals. The programs are indicated below:*

- *The Respect for All Program will be a continued focus at IS 73, in the 2012-2013 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 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.*
- *IS73's Builder's Club is a community service after-school volunteer program for students. Students participate in various community projects throughout the year (i.e., Coupon Collection for local senior facility, Toys for Tots through funding from Kiwanis Club, St. Jude's Children's Hospital, and Pennies for Patients)*
- *Academy Attendance Coordinators work with the Academy Team Assistant Principal, Guidance Counselor and Dean to monitor weekly attendance rates and communicates with parents and students to keep promoting student attendance.*
- *Parent Workshops:*
  - *Cornell University Nutrition and Health*
  - *High School Orientation*
  - *Learning Leaders /Training*
  - *ARIS Parent Link Workshop*

*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.*

### **ANNUAL GOAL #2 AND ACTION PLAN**

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

#### **Annual Goal #2**

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

*By June 2013, 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 3.5% (of current students) to 6.5% as measured by the 2013 NYS ELA exam.*

### **Comprehensive needs assessment**

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

*According to our school's performance on the 2012 NYS ELA exam, there was a 4.8% increase with regards to the number of ELL students obtaining proficiency from 2011 to 2012. Our school's Progress Report for the 2011-12 school year, however, indicated that continued work is needed to support students making exemplary gains. At I.S. 73, ensuring the academic success of our English Language Learners in ELA is of the utmost importance. Continued work and support with regards to ensuring the progress of our ELL students, therefore, is a high priority goal.*

### **Instructional strategies/activities**

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

*ELA and ESL 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 language and literacy.*
- *Small Group Instruction: Including Guided Reading and Writing*
- *Driving whole-class and small-group instruction using data*
- *Aligning ESL instruction with the ELA curriculum.*
- *Leveled Classroom Libraries*
- *Providing NLA support through native language leveled libraries whenever possible.*
- *Infused test preparation into the curriculum*
- *Classroom Differentiation: Students' academic needs are addressed during the work period by either being assigned different work period tasks that are aligned to their academic level or by providing all students the same work period task, but providing scaffolds to certain groups of students as a means of helping them complete the task.*
- *Student Goal Sheets (Reading) – 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.*
- *Student Goal Sheets (Writing) – Quarterly goal sheet to focus on organization/procedural, strategies, craft and/or skills that students will work on with the ELA/ESL teacher.*
- *Achieve 3000 is programmed into student's schedule as well as utilized within classrooms as a workstation.*
- *Common Core State Standards - aligned units of study that incorporate opportunities for students to read and analyze informational texts and*

*write opinions and arguments in response.*

- *CCLS, DOK and rigorous habits of mind are implemented during the units of study in alignment with Danielson's 3b - Questioning - Promoting Higher Order Thinking.*
- *ESL Teachers provide lessons that are standards-based and are aimed at fostering language and literacy. Through the utilization of workstations, leveled libraries, units of study in all content areas, Literature Circles, conferencing, and technology. Native Language support is provided through native language leveled libraries whenever possible.*
- *Initial, Interim, and End Unit Tasks are aligned with CCLS and incorporate literacy skills to assess progress throughout the units.*

*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: students' academic needs are addressed during the work period by either being assigned different work period tasks that are aligned to their academic level or by providing all students the same work period task, but providing scaffolds to certain groups of students as a means of helping them complete the task.*
- *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.*
- *Teachers in Social Studies and Science use vocabulary strategies, translated glossaries and visual aides (i.e., PowerPoint) to provide students with further support. In addition, content area teachers utilize global maps, primary source documents, various lab materials, and activities for hands-on exploration of scientific concepts.*
- *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 – aligned units of study that incorporate opportunities for students to read and analyze informational texts and write opinions and arguments in response.*
- *CCLS, DOK and rigorous habits of mind are being implemented during the units of study in alignment with Danielson's 3b - Questioning - Promoting Higher Order Thinking*
- *Initial, Interim, and End Unit Tasks are aligned with CCLS and incorporate literacy skills to assess progress throughout the units.*

*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 Benchmark Assessments (2x)** 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.
- **Performance Series** are administered 2x each year through computer-based program with direction from ELA/Technology Instructors. 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 Assessment Notebook (SSAN)**. 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 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 scaffolded/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 at risk. **Achieve 3000**, which is one of the programs that has been used as the Tier 2 intervention, has been 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) by placing an emphasis on providing 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. The Core Data Inquiry Team discusses student progress and the instructional strategies that are implemented in each student's classroom, regarding the inquiry study. This current year, we chose our inquiry students by administering a Pre Writing Assessment developed by the English Language Arts Department. Students who scored a level 1 on the writing rubric component for using supporting details and who are in the bottom third in performance on the 2012 NYS ELA exam were flagged initially. We also identified additional students with input from their teachers to be included for inquiry. The inquiry students will be monitored on their progress by collecting and analyzing writing data with specific emphasis on how they are using supporting details in their writing. In May we will administer the Post Writing Test to analyze how the inquiry students performed. Main 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 department/academy 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 to check on progress. 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.*

**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.*
- ELA/ESL Assistant Principal provides professional development focusing on providing teachers with scaffolding and differentiated instruction strategies for teaching ELLs.*
- ELA/ESL Assistant Principal provides 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 Principal 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 instruction.*
- 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).*
- ELA/ESL teacher professional development on building academic vocabulary for English Language Learners through a professional development series on Academic Vocabulary Toolkit created by Dr. Kate Kinsella. Currently, we are still in planning and training stages where select staff members will turnkey this training. This program is interactive and enables students to become college and career ready with verbal and written command of academic language. It is designed for first and second language acquisition, literacy development and vocabulary development.*
- Our Network CFN 208 Instructional Coach provides professional development opportunities regarding CCLS, DOK and rigorous habits of mind at meetings scheduled during the school year. Professional development sessions focusing on **Danielson 3b - Questioning - Promoting Higher Order Thinking** has been provided to support the classroom level rigor. Follow up training will continue throughout the year.*

**Responsible Staff**

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

**Timeline of Implementation:**

- Ongoing from September 2012 to June 2013*
- Supervisory staff will monitor and assess administration of action plans, and progress toward the goal in November 2012, January 2013, April 2013, and June 2013.*
- Additional Evaluation of Academic Assessments will occur on a weekly and bi-monthly basis, as indicated below.*

### **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:

- **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 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.
- Supervisor's conduct an assessment of teacher assessment notebooks.
- **Weekly Literacy Team Meetings** – Literacy Coach and Instructional Lead literacy teachers collaborate with the ELA Assistant Principal to create professional development sessions so that curricula are rigorous and aligned to state standard. These planning sessions are based on analyzing student trends (formal and informal assessments) that occur throughout the school year.
- **Weekly Science Team Meetings** – The science assistant principal and lead science teachers meet to discuss student trends that focus department next steps as well as plan future professional development sessions, based on the needs of teachers and students.
- **Weekly Social Studies Team Meetings** – The social studies assistant principal and lead social studies teachers meet to discuss student trends that focus department next steps as well as plan future professional development sessions, based on the needs of teachers and students.
- **TeachBoost**, an online interface to manage classroom observations and teacher evaluations. This software program is utilized to assist educators with making the teacher evaluation process collaborative.
- **Academy Team Meetings**: APs, deans, and guidance counselors meet to discuss overall school occurrences as well as from their individual academy.
- **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.

### **Strategies to increase parental involvement**

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

*The PIP template is provided on pages 42 through 43 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.*
- *Newcomer workshops for parents with students new to the country*

### ***ELL Parent Workshops:***

- *ARIS Parent Link weekly workshops*
- *Orientation For Parents of New Entrants for ELL Students*
- *High School Orientation (Spanish).*
- *Middle School Training Sessions to Help Students Succeed in School - from Learning Leaders*
- *Title III ESL weekly classes for parents of ELLs*
- *Nutrition and Health from Cornell University weekly workshops*
- *What is the NYSESSLAT Exam and What Does it Mean for ELLs?*

***IS 73 will further encourage school level parental involvement by:***

- *holding an annual Title I Parent Curriculum Conference such as Back to School Night*
- *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*
- *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 ESL*
- *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 ESL*

- *being able to access our school website at: [www.is73.org](http://www.is73.org) to maintain communication on school events as well as to be informed about class assignments.*

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

*In order to provide at risk students, ELLs, Former ELLs, and ELLs with Individual Educational Plans (IEPs) with additional instructional and student support programs, we give our students 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 to offer our students. These programs help to increase the level of tolerance and respect when students participate in group and class discussions on specific content topics. In addition, the programs help with setting educational goals in the classroom and give them the strategies necessary to attain those goals. The programs are indicated below:*

- *Additional early morning and after school programs are offered to meet the specific needs of our ELLs 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*
- *Academy Attendance Coordinators work with the Academy Team Assistant Principal, Guidance Counselor and Dean to monitor weekly attendance rates and communicate with parents and students to keep promoting student attendance for 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.*

### **ANNUAL GOAL #3 AND ACTION PLAN**

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

#### **Annual Goal #3**

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

*By June 2013, there will be a 3% increase in SWDs that score a level 3 & 4 on the NYS ELA exam, which will mean an increase from 17.5% to 20.5% as measured by the 2013 NYS ELA exam.*

#### **Comprehensive needs assessment**

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

*According to our school's performance on the 2012 NYS ELA exam, there was a 3.1% increase with regards to the number of students with disabilities obtaining proficiency from 2011 to 2012. Our school's Progress Report for the 2011 to 2012 school year, however, indicated that continued work is needed to support students making exemplary gains. At I.S. 73, ensuring the academic success of our SWDs in ELA is of the utmost importance. Continued work and support with regards to ensuring the progress of our students, therefore, is a high priority goal.*

#### **Instructional strategies/activities**

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

*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.*
- *Small Group Instruction: Including Guided Reading and Writing that reinforce instruction geared towards developing skills such as inferencing, main idea, and cause and effect.*
- *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: Students' academic needs are addressed during the work period by either being assigned different work period tasks that are aligned to their academic level or by providing all students the same work period task, but providing scaffolds to certain groups of students as a means of helping them complete the task.*
- *Student Goal Sheets (Reading) – 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.

- Student Goal Sheets (Writing) – Quarterly goal sheet to focus on organization/procedural, strategies, craft and/or skills that students will work on with the ELA/ICT teacher.
- 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.
- Common Core State Standards - aligned units of study that incorporate opportunities for students to read and analyze informational texts and write opinions and arguments in response.
- CCLS, DOK and rigorous habits of mind are implemented during the units of study in alignment with Danielson's 3b - Questioning - Promoting Higher Order Thinking.
- Initial, Interim, and End Unit Tasks are aligned with CCLS and incorporate literacy skills to assess progress throughout the units.

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: students' academic needs are addressed during the work period by either being assigned different work period tasks that are aligned to their academic level or by providing all students the same work period task, but providing scaffolds to certain groups of students as a means of helping them complete the task.
- 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 – 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.
- CCLS, DOK and rigorous habits of mind are being implemented during the units of study in alignment with Danielson's 3b - Questioning - Promoting Higher Order Thinking
- Common Core State Standards – Teachers have aligned 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.
- Initial, Interim, and End Unit Tasks are aligned with CCLS and incorporate literacy skills to assess progress throughout the units.

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:

- Special Education Teachers will update student IEPs goals and ensure that modifications are addressed.
- Teacher created assignments and projects.
- Student work folders and portfolios.

- *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 Assessment Log (SSAL)**. These assessment notebooks are used to diagnose and document student needs as well as prescribe appropriate intervention strategies throughout the school year.
- **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 Benchmark Assessments (2x)** 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.
- **Performance Series** are administered 2x each year through computer-based program with direction from ELA/Technology Instructors. 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.

### **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 scaffolded/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 at risk. **Achieve 3000**, which is one of the programs that has been used as the Tier 2 intervention, has been 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) by placing an emphasis on providing 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. The Core Data Inquiry Team discusses student progress and the instructional strategies that are implemented in each student's classroom, regarding the inquiry study. This current year, we chose our inquiry students by administering a Pre Writing Assessment developed by the English Language Arts Department. Students who scored a level 1 on the writing rubric component for using supporting details and who are in the bottom third in performance on the 2012 NYS ELA exam were flagged initially. We also identified additional students with input from their teachers to be included for inquiry. The inquiry students will be monitored on their progress by collecting and analyzing writing data with specific emphasis on how they are using supporting details in their writing. In May we will administer the Post Writing Test to analyze how the inquiry students performed. Main 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 department/academy 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 to check on progress. 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.

#### **Programming Changes to Support Special Education Reform:**

- In each grade, three classes have been parallel programmed to support the initiative of flexible programming as a means of supporting the instructional needs of special education students. In the 6<sup>th</sup> grade, for example, a self-contained class, an ICT class, and a general education class, within the same academy, have been paralleled. The paralleling of classes will allow for a student to move from a restricted to a least restricted environment (and vice versa) during the course of a school day.
- In addition, special education teachers' teaching programs have been modified to support flexible programming. Teachers, who in the past would teach two content areas (i.e. ELA and Social Studies), now teach one content area. Their teaching program can consist of two self-contained ELA classes, one ICT ELA class and/or one period of push in/pull out of SETSS. This program change has helped provide continuity with regards to the professional development that teachers are provided with.
- Finally, to ensure that instructional needs and concerns of the department are heard, **Special Education Leadership Team Meetings** (comprised of assistant principal, school psychologist, school social worker, and special education teachers) are held to 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.

#### **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.
- 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).
- Our Network CFN 208 Instructional Coach provides professional development opportunities regarding CCLS, DOK and rigorous habits of mind at meetings scheduled during the school year. Professional development sessions focusing on **Danielson 3b - Questioning - Promoting Higher Order Thinking** has been provided to support the classroom level rigor. Follow up training will continue throughout the year.

#### **Responsible Staff**

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

**Timeline of Implementation:**

- *Ongoing from September 2012 to June 2013*
- *Supervisory staff will monitor and assess administration of action plans, and progress toward the goal in November 2012, January 2013, April 2013, and June 2013.*
- *Additional Evaluation of Academic Assessments will occur on a weekly and bi-monthly basis, as indicated below.*

**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:*

- **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 Literacy Team Meetings** – *Literacy Coach and Instructional Lead literacy teachers collaborate with the ELA Assistant Principal to create professional development sessions so that curricula are rigorous and aligned to state standard. These planning sessions are based on analyzing student trends (formal and informal assessments) that occur throughout the school year.*
- **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 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.*
- *Supervisor's conduct an assessment of teacher assessment notebooks.*
- **Weekly Science Team Meetings** – *The science assistant principal and lead science teachers meet to discuss student trends that focus department next steps as well as plan future professional development sessions, based on the needs of teachers and students.*
- **Weekly Social Studies Team Meetings** – *The social studies assistant principal and lead social studies teachers meet to discuss student trends that focus department next steps as well as plan future professional development sessions, based on the needs of teachers and students.*
- **TeachBoost**, *an online interface to manage classroom observations and teacher evaluations. This software program is utilized to assist*

educators with making the teacher evaluation process collaborative.

- *Academy Team Meetings: APs, deans, and guidance counselors meet to discuss overall school occurrences as well as from their individual academy.*
- **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.*
- **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.*

#### **Strategies to increase parental involvement**

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

*The PIP template is provided on pages 42 through 43 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 parents of Students with Disabilities with information and training needed to effectively become involved in planning and decision making*
- *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.*
- *Providing assistance to parents in understanding Common Core State Standards*
- *Utilizing Goal Sheets to reflect progress in unit skills. These goal sheets are signed by parents of all students in English Language Arts, Science, Social Studies and Mathematics 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.*
- *Featuring relevant information for parents of SWD in the school newsletter or web publication designed to update parents regarding school wide initiatives for SWDs.*
- *Having our parent coordinator work closely with parents of SWD to develop workshops that provide parents with strategies, activities and tools to achieve this goal in all subjects 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*

- Continuing our work with the Common Core Learning Standards and how the needs of SWDs will be addressed in the curriculum.
- Instructing navigate the NYCDOE website, the ARIS website, and the Common Core Learning Standards website.
- ARIS Parent Link weekly workshops
- High School Orientation (Spanish).
- Middle School Training Sessions to Help Students Succeed in School - from Learning Leaders
- Nutrition and Health from Cornell University weekly workshops

**IS 73 will further encourage school level parental involvement by:**

- holding an annual Title I Parent Curriculum Conference such as Back to School Night
- 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
- 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
- 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 SWD
- being able to access our school website at: [www.is73.org](http://www.is73.org) to maintain communication on school events as well as to be informed about class assignments.

**Budget and resources alignment**

- Indicate your school's Title I status: X School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy    Title I    Title IIA    Title III    Grants    Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

*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 to offer our students. These programs help to increase the level of tolerance and respect when students participate in group and class discussions on specific content topics. In addition, the programs help with setting educational goals in the classroom and give them the strategies necessary to attain those goals. The programs are 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.*
- *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.*
- *Academy Attendance Coordinators work with the Academy Team Assistant Principal, Guidance Counselor and Dean to monitor weekly attendance rates and communicate with parents and students to keep promoting student attendance with SWDs.*
- *Enriching activities that SWDs are encouraged to participate in include St. John's Hoops for the Stars and 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.*

## **ANNUAL GOAL #4 AND ACTION PLAN**

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

### **Annual Goal #4**

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

*By June 2013, 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 82.8% to 85.8% as measured by the 2013 NYS Mathematics exam.*

### **Comprehensive needs assessment**

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

*According to our school's performance on the 2012 NYS Mathematics exam, there was an 2.7% increase with regards to the number of students obtaining proficiency from 2011 to 2012, there was an 8.9% decrease of students scoring at a level 3 & 4 from grades 6 to 7 and a 0.9% increase of students scoring a level 1. Our school's progress report for the 2011-2012 school year indicated that continued work is needed to support students making exemplary gains. Ensuring continued academic progress of students in Mathematics is of the utmost importance. Therefore, continuing to accelerate progress in Mathematics is a high priority goal.*

### **Instructional strategies/activities**

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

*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.*
- *Classroom Differentiation: Students' academic needs are addressed during the work period by either being assigned different work period tasks/math problems that are aligned to their academic level (i.e., specific math problems are assigned to different ability groups - high, intermediate, or low level) or by providing all students the same work period task/math problem, but providing scaffolds to certain groups of students as a means of helping them complete the task.*
- *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.*
- *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.*

- *Small Group Instruction that reinforce instruction geared towards developing mathematic skills*
- *CCLS, DOK and rigorous habits of mind are implemented during the units of study in alignment with Danielson's 3b - Questioning - Promoting Higher Order Thinking.*

*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) 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 Benchmark (2x) and Baseline (1x) Assessments** in Math 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.*
- *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.*
- *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.*
- ***End of Unit Rationale Pieces** – students complete a task that incorporates the skills that they have learned throughout the unit. The task is CCLS Aligned and puts the students learning into context by using real-life examples. Students have to elaborate on their solving of the task as well as write about the reasonableness.*

### **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 scaffolded/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 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**

*Students are having challenges taking information from the text and applying it to their writing. We connected to the common core state standards (CCSS) by placing an emphasis on providing 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. The Core Data Inquiry Team discusses student progress and the instructional strategies that are implemented in each student's classroom, regarding the inquiry*

*study. This current year, we chose our inquiry students by administering a Pre Writing Assessment developed by the English Language Arts Department. Students who scored a level 1 on the writing rubric component for using supporting details and who are in the bottom third in performance on the 2012 NYS ELA exam were flagged initially. We also identified additional students with input from their teachers to be included for inquiry. The inquiry students will be monitored on their progress by collecting and analyzing writing data with specific emphasis on how they are using supporting details in their writing. In May we will administer the Post Writing Test to analyze how the inquiry students performed. Main 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 department/academy 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 to check on progress.*

*Teacher team meetings essentially continue this collaborative inquiry work by incorporating the assigned inquiry students into their weekly discussions and data analysis.*

*The work of the Inquiry Process supports Mathematics by giving the students the tools necessary to organize, clarify, and reflect on their ideas which are useful processes for making sense of mathematics. Therefore, when students are working with word problems, they are able to incorporate the tools for organizing and knowing what details to use for solving the problem. In addition, when students write, it provides a window into their understandings, misconceptions, and feelings about the content they're learning.*

*It is understood that the writing that students do in math is different from the writing they do in other subjects. Our inquiry work is meant to provide a way for students to reflect on their own learning and to explore, extend, and cement their ideas about the mathematics they study.*

#### **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).*
- *Our Network CFN 208 Instructional Math Coach provides professional development opportunities regarding CCLS, DOK and rigorous habits of mind at meetings scheduled during the school year. Professional development sessions focusing on **Danielson 3b - Questioning - Promoting Higher Order Thinking** has been provided to support the classroom level rigor. Follow up training will continue throughout the year.*

#### **Responsible Staff**

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

#### **Timeline of Implementation:**

- *Ongoing from September 2012 to June 2013*

- Supervisory staff will monitor and assess administration of action plans, and progress toward the goal in November 2012, January 2013, April 2013, and June 2013.
- Additional Evaluation of Academic Assessments will occur on a weekly and bi-monthly basis, as indicated below.

### **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:

- **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 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.
- Supervisor conducts an assessment of teacher assessment notebooks.
- **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.
- **TeachBoost**, an online interface to manage classroom observations and teacher evaluations. This software program is utilized to assist educators with making the teacher evaluation process collaborative.
- **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.

### **Strategies to increase parental involvement**

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

*The PIP template is provided on pages 42 through 43 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:***

- Providing materials and training to help parents work with their general education children to improve their instructional achievement levels in Mathematics*
- Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the Mathematics Curriculum*
- Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their general education child's progress in Mathematics.*
- Providing assistance to parents in understanding the Mathematics Common Core State Standards by facilitating conversations centered around the units of study.*
- Providing 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.*
- Utilizing Student Goal Sheets to reflect on progress with unit skills. These goal sheets are signed by parents of students in Mathematics, English Language Arts, Science and Social Studies classrooms and parents are encouraged to engage in reciprocal conversations about expectations and home-school support.*
- Providing support from Learning Leaders for academic progress*
- Providing CAP- Parent Workshops on Internet Safety and Bullying*

***Parent Workshops:***

- ARIS Parent Link weekly workshops*
- Orientation For Parents of New Entrants for ELL Students*
- High School Orientation (Spanish).*
- Middle School Training Sessions to Help Students Succeed in School - from Learning Leaders*
- Title III ESL weekly classes for parents of ELLs*
- Nutrition and Health from Cornell University weekly workshops*
- What is the NYSESSLAT Exam and What Does it Mean for ELLs?*

***IS 73 will further encourage school level parental involvement by:***

- holding an annual Title I Parent Curriculum Conference such as Back to School Night*
- 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*
- 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](http://www.is73.org) to maintain communication on school events as well as to be informed about class assignments.*

**Budget and resources alignment**

- Indicate your school's Title I status: X School Wide Program (SWP)  Targeted Assistance Program(TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

  X   Tax Levy      X   Title I               Title IIA      X   Title III               Grants               Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

*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 Math goal we have supplemented programs to offer our students.*

*These programs help to increase the level of tolerance and respect when students participate in group and class discussions on specific content topics. In addition, the programs help with setting educational goals in the classroom and give them the strategies necessary to attain those goals.*

*The programs are indicated below:*

- *The Respect for All Program will be a continued focus at IS 73, in the 2012-2013 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 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.*
- *IS73's Builder's Club is a community service after-school volunteer program for students. Students participate in various community projects throughout the year (i.e., Coupon Collection for local senior facility, Toys for Tots through funding from Kiwanis Club, St. Jude's Children's Hospital, and Pennies for Patients).*
- *St. Jude's Math-A-Thon*
- *Academy Attendance Coordinators work with the Academy Team Assistant Principal, Guidance Counselor and Dean to monitor weekly*

*attendance rates and communicate with parents and students to keep promoting student attendance.*

- *Parent Workshops:*
  - *Cornell University Nutrition and Health*
  - *High School Orientation*
  - *Learning Leaders /Training*
  - *ARIS Parent Link Workshop*

*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.*

## **ANNUAL GOAL #5 AND ACTION PLAN**

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

### **Annual Goal #5**

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

*By June 2013, there will be a 3% decrease in the number of ELLs and SWDs that scored a level 1 on the 2012 NYS Mathematics exam, which will mean a decrease from 9.1% to 6.1% as measured by the 2013 NYS Mathematics exam.*

### **Comprehensive needs assessment**

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

*According to our school's performance on the 2012 NYS Mathematics exam and on the 2011-2012 Progress Report, our ELL students and SWD did not make exemplary progress. SWDs from grades 6 to 7 showed a 17% decrease in proficiency as well as a 4.7% increase in scoring a level 1. Our ELLs, from grade 6 to 7 demonstrated a 23.6% decrease in proficiency as well as a 5.2% 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**

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

*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*
- *Conferencing with students to provide individualized small group instruction.*
- *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: Students' academic needs are addressed during the work period by either being assigned different work period tasks that are aligned to their academic level or by providing all students the same work period task, but providing scaffolds to certain groups of students as a means of helping them complete the task.*
- *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.*
- *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.

- *Small Group Instruction that reinforce instruction geared towards developing mathematic skills*
- *CCLS, DOK and rigorous habits of mind are implemented during the units of study in alignment with Danielson's 3b - Questioning - Promoting Higher Order Thinking.*

*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) 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 Benchmark (2x) and Baseline (1x) Assessments** *in Math 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.*
- *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.*
- *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.*
- **End of Unit Rationale Pieces** – *students complete a task that incorporates the skills that they have learned throughout the unit. The task is CCLS Aligned and puts the students learning into context by using real-life examples. Students have to elaborate on their solving of the task as well as write about the reasonableness.*

### **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 scaffolded/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 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**

*Students are having challenges taking information from the text and applying it to their writing. We connected to the common core state standards (CCSS) by placing an emphasis on providing 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. The Core Data*

*Inquiry Team discusses student progress and the instructional strategies that are implemented in each student's classroom, regarding the inquiry study. This current year, we chose our inquiry students by administering a Pre Writing Assessment developed by the English Language Arts Department. Students who scored a level 1 on the writing rubric component for using supporting details and who are in the bottom third in performance on the 2012 NYS ELA exam were flagged initially. We also identified additional students with input from their teachers to be included for inquiry. The inquiry students will be monitored on their progress by collecting and analyzing writing data with specific emphasis on how they are using supporting details in their writing. In May we will administer the Post Writing Test to analyze how the inquiry students performed. Main 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 department/academy 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 to check on progress. Teacher team meetings essentially continue this collaborative inquiry work by incorporating the assigned inquiry students into their weekly discussions and data analysis.*

*The work of the Inquiry Process supports Mathematics by giving the students the tools necessary to organize, clarify, and reflect on their ideas which are useful processes for making sense of mathematics. Therefore, when students are working with word problems, they are able to incorporate the tools for organizing and knowing what details to use for solving the problem. In addition, when students write, it provides a window into their understandings, misconceptions, and feelings about the content they're learning.*

*It is understood that the writing that students do in math is different from the writing they do in other subjects. Our inquiry work is meant to provide a way for students to reflect on their own learning and to explore, extend, and cement their ideas about the mathematics they study.*

#### **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 ELLs with IEPs.*

#### **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).*
- *Our Network CFN 208 Instructional Math Coach provides professional development opportunities regarding CCLS, DOK and rigorous habits of mind at meetings scheduled during the school year. Professional development sessions focusing on **Danielson 3b - Questioning -***

*Promoting Higher Order Thinking* has been provided to support the classroom level rigor. Follow up training will continue throughout the year.

**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.*

**Timeline of Implementation:**

- *Ongoing from September 2012 to June 2013*
- *Supervisory staff will monitor and assess administration of action plans, and progress toward the goal in November 2012, January 2013, April 2013, and June 2013.*
- *Additional Evaluation of Academic Assessments will occur on a weekly and bi-monthly basis, as indicated below.*

**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:*

- **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 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.*
- *Supervisor conducts an assessment of teacher assessment notebooks.*
- **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.*

- **TeachBoost**, an online interface to manage classroom observations and teacher evaluations. This software program is utilized to assist educators with making the teacher evaluation process collaborative.
- **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.

#### **Strategies to increase parental involvement**

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

*The PIP template is provided on pages 42 through 43 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:**

- *Providing materials and training to help parents work with their general education children to improve their instructional achievement levels in Mathematics*
- *Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the Mathematics Curriculum*
- *Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their general education child's progress in Mathematics*
- *Providing assistance to parents in understanding the Mathematics Common Core State Standards by facilitating conversations centered around the units of study*
- *Providing 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.*
- *Utilizing Student Goal Sheets to reflect on progress with unit skills. These goal sheets are signed by parents of students in Mathematics, English Language Arts, Science and Social Studies classrooms and parents are encouraged to engage in reciprocal conversations about expectations and home-school support.*
- *Providing support from Learning Leaders for academic progress*
- *Providing CAP- Parent Workshops on Internet Safety and Bullying*

#### **Parent Workshops:**

- *ARIS Parent Link weekly workshops*
- *Orientation For Parents of New Entrants for ELL Students that have IEPs*
- *High School Orientation (Spanish)*
- *Middle School Training Sessions to Help Students Succeed in School - from Learning Leaders*
- *Title III ESL weekly classes for parents of ELLs that have IEPs*
- *Nutrition and Health from Cornell University weekly workshops*

- *What is the NYSESSLAT Exam and What Does it Mean for ELLs with IEPs?*

**IS 73 will further encourage school level parental involvement by:**

- *holding an annual Title I Parent Curriculum Conference such as Back to School Night*
- *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*
- *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](http://www.is73.org) to maintain communication on school events as well as to be informed about class assignments.*

**Budget and resources alignment**

- Indicate your school’s Title I status: X School Wide Program (SWP)  Targeted Assistance Program(TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

  X   Tax Levy     X   Title I              Title IIA     X   Title III              Grants              Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

*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, we give our students greater access to CCLS and our parents have a clearer understanding of the ways in which they can help support the achievement of this Mathematics goal for ELLs and SWDs we have supplemented programs to offer our students. These programs help to increase the level of tolerance and respect when students participate in group and class discussions on specific content topics. In addition, the programs help with setting educational goals in the classroom and give them the strategies necessary to attain those goals. The programs are indicated below:*

- *Additional early morning and after school programs are offered to meet the specific needs of our ELLs through Title III and SWDs through*

*IDEA.*

- *All students who need ESL and SWD instruction are serviced by licensed teachers. ESL and SWD instruction meets the city and state standards.*
- *A supplemental program for the ELLs and SWDs 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; and newly identified SWDs are integrated into various programs designed to accelerate their progress.*
- *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 ELLs and SWDs to become empowered learners.*
- *Academy Attendance Coordinators work with the Academy Team Assistant Principal, Guidance Counselor and Dean to monitor weekly attendance rates and communicate with parents and students to keep promoting student attendance for SWDs and ELLs.*
- *Enriching activities that ELLs and SWDs are encouraged to participate in include St. John's Hoops for the Stars and 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 ELLs and SWDs 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 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 and SWDs (Homeless, SIFE, etc.) are provided with services to expedite their progress towards meeting this annual goal and state assessments.*

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<p><i>English Language Arts (ELA) classes are programmed for a minimum of 8 periods a week for 90 minute blocks. Teachers utilize differentiated instruction and questions daily with scaffolds where necessary, which are based on ongoing assessments of our students' needs.</i></p> <ul style="list-style-type: none"> <li><i>Tier 1 interventions are also provided using the following programs:</i></li> </ul> <p><i>Conferencing- Teachers are required to meet with students individually, during the work-time period of the mini-lesson, to provide guidance on target needs.</i></p> <ul style="list-style-type: none"> <li><i>AIS teachers provide tier 2 interventions using the following programs:</i></li> </ul> <p><i>Achieve3000, provides the first web-based,</i></p>	<ul style="list-style-type: none"> <li><i>Tier 1 - Conferencing- Teachers meet with students individually and/or in a group, during the work-time period of the lesson, to provide guidance on target needs.</i></li> <li><i>Tier 2 - AIS teachers provide interventions using Achieve3000, where students are pulled out in small groups two to three times a week.</i></li> </ul> <p><i>Targeted students will participate in small-group instruction for 37.5 minutes, three times per week for additional support in English language arts.</i></p> <p><i>Additional early morning and after school programs are offered to meet the specific needs of our ELL's through Title III.</i></p>	<p><i>Tier 1 and Tier 2 are part of the regular school day and during extended day on Tuesdays, Wednesdays and Thursdays.</i></p> <p><i>Additional early morning and after school programs are offered to meet the specific needs of our ELL's through Title III.</i></p>

	<p><i>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.</i></p> <p><i>AIS periods for Achieve3000 are conducted in small groups two to three times a week.</i></p> <p><i>Targeted students will participate in small-group instruction for 37.5 minutes, three times per week for additional support in English language arts.</i></p> <p><i>Additional early morning and after school programs are offered to meet the specific needs of our ELL's through Title III.</i></p>		
Mathematics	Math Classes are programmed for a minimum of 8 periods a	<ul style="list-style-type: none"> <li>• Tier 1 intervention - Conferencing- Teachers are</li> </ul>	Tier 1 and Tier 2 are part of the regular school day and during

	<p><i>week for 90 minute blocks. Teachers utilize differentiated instruction and questions daily with scaffolds where necessary, which are based on ongoing assessments of our students' needs.</i></p> <ul style="list-style-type: none"> <li><i>Tier 1 interventions are also provided using the following program:</i></li> </ul> <p><i>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.</i></p> <ul style="list-style-type: none"> <li><i>AIS teachers provide tier 2 interventions using the following programs:</i></li> </ul> <p><i>Carnegie Learning- Computer web based program that provides specific and targeting mathematics instruction to students.</i></p> <p><i>AIS periods designated for Carnegie Learning are conducted two to three times a week.</i></p> <p><i>In addition, targeted students will participate in small-group instruction for 37.5 minutes, three times</i></p>	<p><i>required to meet with students individually or in groups, during the work-time period of the lesson, to provide guidance on target needs.</i></p> <ul style="list-style-type: none"> <li><i>Tier 2 intervention - AIS teachers pull out small groups of students to use Carnegie Learning two to three times a week.</i></li> </ul> <p><i>In addition, targeted students will participate in small-group instruction for 37.5 minutes, three times per week for additional support in Mathematics.</i></p> <p><i>We also offer early morning and after school programs to meet the specific needs of our ELL's through Title III.</i></p>	<p><i>extended day on Tuesdays, Wednesdays and Thursdays.</i></p> <p><i>Additional early morning and after school programs are offered to meet the specific needs of our ELL's through Title III.</i></p>
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	<p><i>per week for additional support in Mathematics.</i></p> <p><i>We also offer early morning and after school programs to meet the specific needs of our ELL's through Title III.</i></p>		
Science	<p><i>Science classes are programmed for 5 periods a week with some classes scheduled for 90 minute blocks.</i></p> <p><i>Tier 1 interventions are provided by teachers using differentiating instruction and tiered questions, which are based on ongoing assessment of our students' needs.</i></p> <p><i>In addition, Teachers are required to conference with students individually or in groups, during the work-time period of the lesson, to provide guidance on target needs.</i></p> <p><i>Students are receiving Tier 2 interventions through AIS by using Achieve 3000 concentrating on literacy in Science. Achieve3000 provides the first web-based, individualized learning solutions scientifically proven to accelerate reading comprehension, vocabulary,</i></p>	<ul style="list-style-type: none"> <li><i>Tier 1 intervention – differentiated instruction and using tiered questions during the lesson are being utilized which are based on ongoing assessment of our students' needs.</i></li> </ul> <p><i>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.</i></p> <ul style="list-style-type: none"> <li><i>Tier 2 intervention - There are 16 students receiving AIS through Achieve 3000 concentrating on literacy in Science two times a week.</i></li> </ul>	<i>Tier 1 and Tier 2 are part of the regular school day.</i>

	<p><i>writing proficiency and performance. 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 in science literacy.</i></p>		
<p>Social Studies</p>	<p><i>Social Studies classes are programmed for 5 periods a week with at some classes scheduled for 90 minute blocks.</i></p> <p><i>Tier 1 interventions are provided by teachers using differentiating instruction and tiered questions, which are based on ongoing assessment of our students' needs.</i></p> <p><i>In addition, Teachers are required to conference with students individually or in groups, during the work-time period of the lesson, to provide guidance on target needs.</i></p> <p><i>Students are receiving Tier 2 interventions through AIS by using Achieve 3000 concentrating on literacy in Science. Achieve 3000, provides the first web-based, individualized learning</i></p>	<ul style="list-style-type: none"> <li>• <i>Tier 1 intervention – differentiated instruction and using tiered questions during the lesson are being utilized which are based on ongoing assessment of our students' needs.</i></li> </ul> <p><i>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.</i></p> <ul style="list-style-type: none"> <li>• <i>Tier 2 intervention - There are 32 students receiving AIS through Achieve 3000 concentrating on literacy in Social Studies two times a week.</i></li> </ul>	<p><i>Tier 1 and Tier 2 are part of the regular school day.</i></p>

	<p><i>solutions scientifically proven to accelerate reading comprehension, vocabulary, writing proficiency and performance. 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 in social studies literacy.</i></p>		
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p><i>Meet with students to provide academic organization and study skills and strategies. Also, students are provided with social/emotional skills and strategies.</i></p> <p><i>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.</i></p>	<p><i>At-risk students receive counseling 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.</i></p>	<p><i>All done during the regular school day.</i></p>

**HIGHLY QUALIFIED TEACHERS (HQT)**

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

*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's assignment aligns with their license area so that all teachers are reported as Highly Qualified on the BEDS Survey.*

**Strategies and activities used to attract high-quality highly qualified teachers to our school include:**

### ***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:***

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

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

- *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*
- *Utilizing Student Goal Sheets to reflect on progress with unit skills. These goal sheets are signed by parents of students in English Language Arts, Science, Social Studies and Math classrooms*

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<sup>1</sup> 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.

and parents are encouraged to engage in reciprocal conversations about expectations and home-school support.

- Holding ARIS Parent Link weekly workshops

### ***I.S. 73 School-Parent Compact***

*I.S. 73, [in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act] is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. IS 73's staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.*

#### ***School Responsibilities:***

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

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

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

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

- School Website [www.is73.org](http://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](http://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 with all members of the school community
- supporting parental involvement activities as requested by parents
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs

**Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age
- check and assist my child in completing homework tasks, when necessary
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)
- set limits to the amount of time my child watches television or plays video games
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child
- volunteer in my child's school or assist from my home as time permits
- participate, as appropriate, in the decisions relating to my child's education. I will also:
  - communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district
  - respond to surveys, feedback forms and notices when requested
  - become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact

- *participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible*
- *take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams*
- *share responsibility for the improved academic achievement of my child*

***Student Responsibilities:***

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

*This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by SLT on December 20, 2012*

*This Parent Involvement Policy was updated on January 11, 2013*

*The final version of this document was distributed to the school community on January 25, 2013 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.*

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**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 <b>Daniel Purus/Charles Amundsen</b>	District <b>24</b>	Borough <b>Queens</b>	School Number <b>073</b>
School Name <b>Frank Sansivieri Intermediate School 73Q</b>			

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

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

### C. Teacher Qualifications [?](#)

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

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

### D. School Demographics

Total number of students in school	<b>1516</b>	Total Number of ELLs	<b>248</b>	ELLs as share of total student population (%)	<b>16.36%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

## Part II: ELL Identification Process

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

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

2. We conduct parent orientations in two ways:

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

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

The state requires that placement of ELLs must occur within ten days, and parent orientation occurs within this framework. We utilize our parent coordinator and various staff members to call homes of new ELLs and invite the parents to the orientation meetings. At these meetings, each program is explained thoroughly, first through use of the video. Then, clarification is provided and questions answered. Parents then complete the program selection survey based upon the information we've provided. The three programs are as follows:

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

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

receiving instruction in the native language 25% of the time, and in English 75% of the time.

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

3. As previously mentioned, we ensure that letters are returned by taking advantage of any school event that delivers parents to the building. We have also instituted a policy whereby a student's report card for the first quarter is withheld until we have his/her letter. We do this by forwarding a list of names to the assistant principal of the appropriate academy so that the report cards can be pulled. Parent letters are copied, and both sets of letters are stored in the office of the ESL assistant principal. They are filed by class, alphabetically by student surname. The letters are distributed through the ESL teachers, who understand their purpose and can facilitate their distribution and collection. The ESL teachers then arrange them by class and send them to the ESL supervisor's office. The Parent Survey and Selection Forms are filled out after the orientation and collected and filed on the spot. For those parents who cannot make an orientation meeting, letters of entitlement/invitation are sent home with students. They include a request that the parent come to school for orientation. If he/she cannot attend, the form is filled out and sent back with the student.

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

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

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

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

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

### This school offers (check all that apply):

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

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

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

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

	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
<b>Total</b>	<b>124</b>	<b>24</b>	<b>8</b>	<b>83</b>	<b>0</b>	<b>34</b>	<b>41</b>	<b>0</b>	<b>23</b>	<b>248</b>

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
<b>TOTAL</b>	<b>0</b>													

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

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

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

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

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

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**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: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	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
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>89</b>	<b>77</b>	<b>82</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>248</b>

## 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

- a) Grouping students by readiness using data from pre tests, post tests, quizzes, exit cards, and homework to provide students, with a tiered activity that is designed to meet them at their readiness abilities.
- b) Classroom interactive word walls will highlight important math vocabulary words. These word walls are created with the students and are organized with the definition of the word, a picture of the word, and an example of the word.
- c) Teacher-student conferencing is used to assist the student with individual weaknesses in order for the student to improve.
- 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.
- e) All students including ELL students are expected to begin using the 8 Math Practices that were developed from the Common Core State Standards in order to become better mathematicians.

Mathematics Materials that are utilized within the ELL population are:

- a) The Impact Math textbook series, review handbook, and review workbook. The Impact textbook comes with a teacher’s edition and differentiated materials for students.
- b) The New York State workbook and New York State Coach workbook are also used.
- c) ELL students participate in the extended day program and use the Buckle Down workbook during math instruction.

Social Studies:

Teachers in social studies use data to inform their instruction: pre-test, post-tests, and other formative data. Teachers group their students based on the students’ level of readiness. Teachers provide the students with leveled graphic organizers or leveled texts. Teachers also provide students with questions that challenge them. Teachers use vocabulary strategies (eg. Marzano’s Six Steps), translated glossaries, 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 produce scaffolded writing pieces (culminating activities, such as writing a newspaper article) at the conclusion of each unit.

Susan Behrs, a consultant from ASCD, is providing professional development for literacy in the content areas for the social studies department.

Materials for Social Studies:

TEXT: Grade 6: Eastern Hemisphere: Part A and Eastern Hemisphere: Part B (Holt, MacDougall)

TEXT: Grades 7 & 8: United States History: a) New York History: Beginning to 1877: Hold, MacDougall

b) Post Civil War to Present

Science:

Learning Science can be an area of great discomfort for English Language Learners in middle school. Much of the vocabulary can be challenging to understand because it can be presented in a faster pace and there might not be the knowledge background that the students need to understand. In the Science Department, we are constantly faced with the task of how to make meaning out this subject that can be often complicated. However, when we connect a hands-on activity to the learning, the concept often becomes crystal clear. In addition, we also introduce visually dynamic literature before we start a new unit and find simple tactile projects that build a framework before the start of a unit.

In the Science Department, we understand that literature, in all forms, is an easy way to familiarize students with a concept. We design comprehension questions for them to answer to the best of their ability at that time. When it comes time for whole-class instruction, visual and tactile teaching aids like: seed packets, branches, flower petals, are utilized to assist with the discussion during class. These real objects give ESL students a reference point for learning. They can connect their prior knowledge to a new concept, making the learning more meaningful. We also include poems and fiction stories which aid students in their understanding of science concepts; the interest level is high because children are naturally curious about the world around them.

Another way we build science vocabulary with our ELL students in a particular unit is to give them easy tactile projects to complete before

## A. Programming and Scheduling Information

a unit begins. These activities range from creating a flower and labeling the parts, to seeing how the recycling process works through a cut and paste puzzle with pictures of objects. The different activities make our ESL students feel that learning is amazing. We understand that our ELL students have gaps in their English language vocabulary, so we start using Tier II words that build on the concepts that we are studying.

In the Science Department we also, use role plays to make abstract concepts concrete; create analogies to help students link the unfamiliar with the familiar; pre-teach reading assignments to help struggling readers; and we create opportunities for jigsaw learning to provide reading and study support.

Additionally, Susan Behrs, an ASCD consultant, is providing content-area training to the science department. The purpose of this and other training we are offering in the building is to promote using literacy skills in the content areas.

The science material we use in the New York City Core Curriculum Initiative is the Blended Option of Glencoe Textbooks and Science Kits:

6th Grade: Glencoe Textbook (Units 1 and 2)  
Foss Populations Ecosystems Science Kits (Units 3 and 4)

7th Grade: Glencoe Textbook (Units 1 and 4)  
Foss Chemical Interactions Science Kit (Unit 2)  
LAB AIDS SALI Body Works Science Kit (Unit 3)

8th Grade: Glencoe Textbook (Unit 3)  
LAB AIDS SALI Unit D – Our Genes, Ourselves (Unit 1)  
LAB AIDS SALI Unit E – Evolution (Unit 1)  
LAB AIDS SEPUP – Force and Motion Science Kit (Unit 2)  
Exit Project Guide – Unit 4

We also have many supplemental resources such as picture books and reference books in Chinese and Spanish on the topics we are covering in our units within the New York City Scope and Sequence. Students can also refer to science glossaries (in their language) that also include pictures to aid in their vocabulary development.

4. Spanish-speaking ELLs are administered a Spanish LAB Examination upon initial entry. This gives the school some measure of their literacy levels in the native language. Research shows that students who are competent in their native language will learn English faster. Since we do not have a bilingual class at the moment, we do not administer the ELE and the Chinese Reading Test.

5.

### a. Plan for SIFE

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

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

## A. Programming and Scheduling Information

Other interventions in place are small-group instruction, ESL enrichment periods filtered into the school program, and, wherever possible, Achieve 3000 is offered to ELLs.

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

Inquiry team data is presented as well and it is utilized to plan instruction.

### b. Plan for Newcomers

We have one class in grade 7 and one in grade 8 composed of newcomer ELLs. These classes get four extra periods of ESL per week. We will continue using strategies from our "Step up to Writing" program, which is a multi-sensory approach meant to improve literacy in all four language modalities. We have purchased listening centers in order for students to develop sharper aural/oral skills through listening to stories and conversational English. Both newcomer classes have been programmed for academic intervention using "Achieve 3000 to augment skill in the four language modalities. Although we have two classes designated as "newcomer", we do have students who are here 0 - 3 years and have already achieved scores of "high intermediate" or "advanced" on the NYSESLAT Examination. By analyzing the data we have on these newcomer ELLs, we are tailoring their placement to their individual needs. These students are programmed either in a freestanding ELL class or where applicable, in a general education class receiving push-in ESL services.

This year, we are anticipating the purchase of Rosetta Stone for our Title III After School program to meet the language needs of these newcomers.

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

Our 4 - 6 year ELLs are held to the same rigor as their English-speaking counterparts. However, this year, to support their needs as ELLs who, based upon individual data analysis, still require focused instruction in reading and writing, We will provide them with "Achieve 3000" in order to assist them in developing these skills. Additional literacy support is provided by additional ESL enrichment periods.

### d. Plan for Long-Term ELLs

We have extra literacy support classes (ESL Enrichment) programmed for all ELL classes. All ELLs are mandated to participate in our extended day program, which provides small group tutoring for students at risk. We also have an after-school Title III program in ESL. The Title III program places special emphasis on literacy and math skills to help long-term ELLs succeed. In this program, we not only focus on literacy skills, but we also provide intensive work on language development through the content areas. Topical vocabulary is stressed during these lessons.

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

The push-in model allows for the ELA and ESL teachers to confer on the progress of these long-term ELLs, which is another step toward meeting their individual needs. Reinforcement of the habits of proficient readers is paramount, and instruction must be geared toward developing skills such as inferencing, main idea, and cause and effect. Most long term ELLs are indicating a lack of proficiency in these specific literacy skills and teachers are analyzing this data to conduct intervention services in small groups.

### 6. Plan for ELLs with Special Needs

The majority of our SWD ELLs is being serviced through the push-in model. This supports classroom instruction and allows for special grouping in context of the classroom teacher's regular daily lesson. A minimal number of pull-out classes is necessary, and we also have some of our teachers programmed for small-group instruction. The SWD population is serviced through these periods as well.

In order for the ELL-SWD students to both accelerate their English language development and have access to the appropriate academic content, the teachers provide the modifications as mandated on their IEPs. In addition, our Standards-Based Model lesson plan allows the teacher to provide individualized instruction by using data collected during class conferences, pre/post assessments, and classroom observation. For additional support, all ELL-SWD are enrolled in the "Achieve 3000" literacy program, a web-based program that is

## 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, many have difficulty with decoding skills and phonemic awareness. For those students, we will use System 44.

7. In order to meet the diverse needs of the ELL-SWD students, we strive to provide their instruction in the least restrictive environment. We do so by affording all SWD classes a schedule that has them leaving their homeroom class to receive instruction with different classes and teachers throughout the day. The SWD Department is organized by core subjects of instruction (departmentalized). For example, one SWD provider will cover the ELA/SS subjects and another will cover the Sci./Math subjects. 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. In addition, the SWD receive their "Achieve 3000" instruction in a technology classroom.

### Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

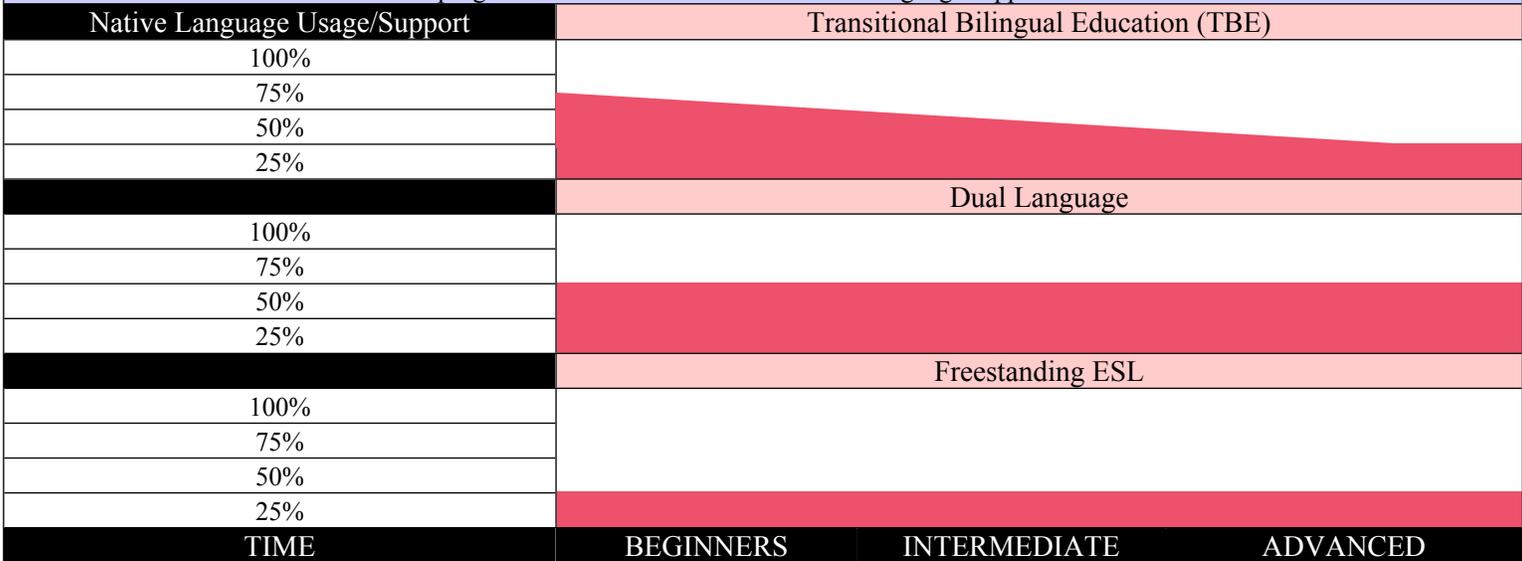
### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

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



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

## B. Programming and Scheduling Information--Continued

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

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.

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 ELLs as well. That program is offered through one before-school class which will meet three times per week, two after-school classes which will meet twice per week, and one parent ESL class which, historically, we have begun in January. All of this is contingent upon staffing and the demand of the parents.

Other recreational programs involve our physical education department. Each morning at 7:20 AM, we have a program called "CHAMPS". This is a morning program in which all students are invited to participate. It is a recreational basketball program, and ELLs receive the communication to parents in their native languages.

All students are invited to join the student council as well, which meets once a month with the principal. This council plans social activities and discusses its ideas for student involvement in the school community.

13. We utilize overhead projectors or ELMOs, and laptop computers in the course of our instruction to create visual aid. These support delivery of lessons, as well as development of special projects. We have leveled libraries as well as native language books, and we have distributed a dictionary to every ELL in the building. Students are also supported through use of word-to-word dictionaries in the classroom and on standardized examinations. We have also purchased listening centers which are available in all ELL classrooms. We use "Achieve 3000" with newcomers.

14. When students are still insecure with English, we pair them with students in the class who share their native languages and can assist them. We try to utilize students who have proficiency in their native language, as well as competence in English. As previously mentioned, word-to-word dictionaries are available in most of the native languages represented. We allow the use of electronic translators in the classroom to support content area comprehension. We have also purchased English dictionaries for students to use along side the translation dictionaries. Their aim is to help students with vocabulary across the content areas. Native language libraries are available in the school, as well as in the school library. The school librarian supplies the library with books in several languages represented among our student body. ELLs whose IEPs specify a bilingual para will receive that service as well. That provides native language support for selected ELLs.

15. Our ELA and ESL programs are meticulously aligned, and materials and supplies are age-appropriate and rigorous. Literature provided through classroom libraries is age and grade appropriate. All ELLs have access to the same quality instruction as their English-speaking classmates.

16. Many of our feeder schools visit us in May and June for articulation; this makes their transition smoother. They tour the building at that time and are introduced to the teams of people who will be here to assist them. All parents of new students, not only ELLs, are sent information packets in the mail during the summer. In these packets is an invitation to attend an orientation with their children. This happens during the summer, usually in August. Parents are presented with school handbooks, introduced to academy teams, including guidance counselors, the principal, and assistant principals. Thereafter, they are provided with a tour of the building. During these sessions, parents are given the opportunity to ask questions and express concerns.

17. There are no language electives offered to ELLs at this time.

### **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.

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 (104<sup>th</sup>) 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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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?
- For each program, answer the following:
  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

1. To assess the literacy skills of our students our school performs running records through Teacher's College Reading and Writing Project. In addition, through our Academic Intervention Services, we also track our ELL students' Lexile Levels on Achieve 3000. This tool helps us to analyze text difficulty and the reader's ability. This helps our teachers gather more data to help differentiate activities and tasks that will match what they can do successfully and engage them to their level.

2. Our analysis of the NYSESLAT and the LAB-R includes students from 2010-2011 school year and this current year of 2011-2012. To be more specific:

### Number of Students

Grade 6	2010-2011	Current 2011-2012	Total
Beginners	5	18	23
Intermediate	8	15	23
Advanced	29	45	74

### Grade 7

Beginners	17	6	26
Intermediate	32	6	38
Advanced	28	14	42

### Grade 8

Beginners	21	11	32
Intermediate	34	1	35
Advanced	26	6	32

Analyzing these results, our ELL sixth grade students are the strongest overall in performance with about 50% being in the Advanced Category; seventh grade having about 28% and eighth having about 22%. In the Beginners Category, eighth graders are about 40%, seventh are about 32% and sixth is about 28%.

\*\*\*\*\*

Analyzing the modalities, we found:

Listening and Speaking Modalities	6th	7th	8th
Beginners	32%	26%	42%
Intermediate	15%	43%	43%
Advanced	55%	25%	21%
Proficient	34%	33%	33%

Reading and Writing Modalities	6th	7th	8th
Beginners	28%	33%	39%
Intermediate	23%	41%	36%
Advanced	47%	27%	26%
Proficient	43%	27%	30%

In the listening and speaking modalities, as you can observe, our ELL sixth graders are scoring the highest in the Advanced and Proficient Categories. In the reading and writing modalities, our sixth graders again are the highest in the Advanced and Proficient Categories. As you can also observe, our eighth grade seems to have challenges in both modalities. All Grade 8 freestanding ELL classes will receive additional periods with Achieve 3000 focusing on vocabulary development.

\*\*\*\*\*

We also analyzed the results for our ELLs on the New York State English Language Arts and Mathematics Exam from May of 2011:

English Language Arts	6th	7th	8th
Level 1	41%	42%	27%
Level 2	54%	57%	72%
Level 3	5%	1%	1%
Level 4	0%	0%	0%

Math	6th	7th	8th
Level 1	11%	15%	11%
Level 2	40%	49%	29%
Level 3	38%	19%	38%
Level 4	11%	16%	12%

As you can observe, there are struggles in ELA reaching the Level 3/passing. However, our sixth graders are breaking in more than seventh and eighth. On the Math examination, you can observe more of the ELLs breaking into Level 3/passing with the eighth graders reaching 50% of passing.

After reviewing all of the results above, our Language Allocation Policy (LAP) and instruction will place a heavier emphasis and focus on the reading and writing modalities. Through past and current professional development opportunities, we will provide teachers with the tools required to implement the scaffolding techniques into their classrooms. Teachers will focus on comprehension skills in reading and writing such as: determining the main idea, making inferences, comparing and contrasting, and understanding figurative language. Teachers will present differentiated lessons in a Readers and Writers Workshop Model which will focus on engaging the students in understanding these modalities of language further. In addition, with the Common Core State Standards being infused into our literacy instruction; the rigor of the tasks/activities asked of our students has been (and will continue) increasing the students' critical thinking process thus resulting in better overall reading comprehension.

3. Based on our ELLs performance, implications for classroom instruction suggest the need for building academic vocabulary through effective instruction. Teachers have been given professional development on Marzano's Six Step Approach and will continue to teach explicitly to students the academic language needed to understand and master tasks. This year, teachers will give specific emphasis to steps 5 (students discuss the new word), and 6 (students play games to review new vocabulary) to add to the growing repertoire of learning Marzano's approach to vocabulary instruction. We will also use best practices in vocabulary development in the content areas by infusing literacy skills to create a bridge between language development and understanding of academic language.

4. Based on the results of the English Assessment, our ELL Students are not reaching proficient levels (3 and 4). There is an increase of these students into the promotional level 2. The implication for the LAP is that students will need continued support in reading and writing. Our teachers will, in addition to vocabulary, introduce the concepts by using materials that are geared for the specific group of English Language Learners (i.e., use materials in the students' home language and/or materials in English that are appropriate for the students' English reading level). They will also continue to use visual cues such as posters, overhead pictures, slide shows, videos, and illustrated books. In addition, active methods of learning such as games, skits, songs, partner interviews and structured conversation with classmates are helpful. Teachers will also rehearse sentences, paragraphs, or a page before reading it aloud to a group will help students improve fluency one chunk of text at a time.

Teachers will also continue instruction involving multi-step tasks requiring the application of more than one skill area, and the use of more than one learning resource to promote mastery. Differentiated instruction and approaches will be implemented to help ELLs achieve high standards. Scaffolds that involve peer interaction between students of different proficiency levels or ranges will be provided to facilitate student engagement. Classrooms will have explicit discussions of how language works and characteristics of language, text, and disciplinary discourse through Accountable Talk, whole group and small group discussions. Teachers and students will continue to build a climate of mutual respect that contributes to the achievement of all. In addition, students will participate in the web-based individualized reading program Achieve 3000. This program distributes assignments and assessments to the entire class, but tailors them according to each student. Teachers will also continue to incorporate higher order thinking questions, as well as QTEL tasks, (e.g. novel ideas, collaborative poster, reading with clarifying book marks and mind mirror) and Marzano's Six Steps to Building Academic Vocabulary. ELLs will also receive additional services during extended day with certified content-area teachers.

5. N/A

6. The success of our programs for ELLs is evaluated throughout the year through the use of teacher made assessments, Achieve 3000 Data Analysis, Acuity and ELA Pre and Post Unit Assessments. A final assessment is made at the end of the year with the NYSESLAT.

### 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

<b>School Name:</b> <u>Frank Sansivieri IS 73Q</u>		<b>School DBN:</b> <u>24Q073</u>	
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

**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)
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**

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

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

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

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

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

## Part B: Strategies and Activities

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

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.



## Title III LEP Plan Review Form 2012-13

Senior ELL CPS/Reviewer: Olga De Filippis

Borough: Queens District: 24 School Number: 073 School Name:

Cluster Leader: Despina Zaharakis Network Leader: Dan Purus Title I Schoolwide Plan (Conceptual Consolidation?)  
yes

Intent and Purpose	Was there evidence of this intent/purpose?	
	YES	NO
<b>Title III supplemental services for ELLs</b> Direct instruction and direct supplemental services should be provided for: before/afterschool and Saturday programs, reduced class-size, and/or push-in services. These services are beyond the mandated units of service as per CR Part 154.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No Comments:
<b>Professional Development</b> High quality professional development that is "of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in classrooms."	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No Comments:
<b>Parent Activities</b>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No Comments:
<b>Budget</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> NA (Title I SWP)	<input type="checkbox"/> No <input type="checkbox"/> NA (Title I SWP) Comments:
Approved? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Date: 12/10/2012      Senior ELL CPS: Olga De Filippis  Additional Comments:		