



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: PS73X
DBN (i.e. 01M001): 09X073
Principal: VIVIAN BUENO
Principal Email: VBUENO@SCHOOLS.NYC.GOV
Superintendent: DOLORES ESPOSITO
Network Leader: KAREN AMES

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Vivian Bueno	*Principal or Designee	
Rhonda Singh	*UFT Chapter Leader or Designee	
Elizabeth Caquias	*PA/PTA President or Designated Co-President	
Antonio Jordan	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Grace Garcia	CBO Representative, if applicable	
Frederic Plouffe	Member/ Teacher	
Vilma Lawson	Member/ Teacher	
Selaine Martinez	Member/ Parent	
Ingrid Benitez	Member/ Parent	
Laura Sarkissian	Member/ Teacher	
Irma Belcore	Member/ Parent	
Allistar Lewis	Member/ Parent	
Tyesha Minors	Member/ Teacher	
Aidibell Feliciano	Member/ Parent	
Raysa Rosado	Member/ Parent	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, 90% of teachers will possess an understanding of the domains and competencies of Danielson's Framework, as a tool to improve pedagogy by focusing on assessments, questioning and discussion techniques as evidenced in lesson plans and normed calibrations in professional development workshops.

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.

On the basis of instructional walkthroughs, lesson plans and supervisory observations, there is the need for professional development in strengthening question and discussion techniques, using assessments in instruction, and designing coherent instruction while deepening understanding of The Danielson Framework Evaluation System, the use of the Common Core Learning Standards and the New York State Exams.

Instructional Strategies/Activities

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

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

1. Participation in a variety of activities to strengthen and deepen knowledge and understanding of Danielson's Framework For Teaching
2. Conduct short, frequent cycles of classroom observations focused on Competencies 1e, 3b and 3d
3. To debrief and norm a consistent language and understanding of the Danielson Framework as it pertains to all competencies
4. Rubrics will be discussed in depth for all competencies of Danielson's Framework

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

1. All Administrative staff, all teachers and supporting staffs (service providers, educational assistants)
2. Administrators will provide teachers with timely, meaningful, and actionable feedback
3. Administrative team will norm a consistent language pertaining to the Danielson Framework
4. Network staff, Administrators and teachers will conduct ongoing Professional Development that promote understanding of all competencies of Danielson's Framework

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

1. Network staff, school administrators, and teachers will conduct professional development for all staff on Domains 1-4.
2. Administrators will debrief with teachers in order to discuss best practices and next steps
3. Network and Administration will learn and turnkey strategies for implementing a common language pertaining to the Danielson Framework
4. Administrators and Network staff will use the Danielson Rubric to evaluate the teachers understanding of the rubric

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

1. Beginning in August 2013 and ending in June 2014, all staff will participate in ongoing professional development
2. Beginning October 2013 and ending May 2014 Administrators will conduct formal and informal observations
3. Beginning June 2013 and ending June 2014 Administration will turnkey strategies acquired
4. Beginning October 2013 and ending May 2014 all staff will be evaluated on their knowledge of the rubrics

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

1. Common prep periods once a week allows for meetings/workshops 1 day a week X 10 months
2. Administrators will meet with teachers 4-6X from October to April
3. Inquiry Teams comprised of teachers and support staff on each grade will meet with Administration 1X per week X 10 months
4. Inquiry Teams comprised of teachers and support staff on each grade will meet with Administration 1X per week X 10 months

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Our School Leadership Team (SLT) meets once a month after school. It allows parents to be involved in decision making policies for our school. The parents' then turnkey

this information to the parent body through workshops held throughout the year by teachers, administrator, and parent coordinator. Our SLT is given a copy of the C to inform them

Budget and Resource Alignment

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

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

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2014, 90% of Special Needs Teachers and Related Service providers will focus on strategies that will assist students with disabilities as measured by data collection, workshops and observations.

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.

In past years our school has not met the AYP for Students with Disabilities. From observations conducted by Administrative and Network Staff, it was determined that Special Needs Teachers and Service Providers require a normed understanding of writing effective IEPs. Due to the new Special Education Reforms all educational staff are required to possess a normed understanding of the IEP process.

Instructional Strategies/Activities

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

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

1. Assistant Principal and Network staff will provide specialized professional development focusing on writing and implementing effective IEPs.
2. Assistant Principal and all teachers and supporting staff will provide Professional Development on the IEP process
3. Administrators and network staff will conduct walk-throughs and reviews
4. Administrators, special education staff and support teams

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

1. Network Staff, Assistant Principal, and Special Education Staff
2. Assistant Principal and all teachers and supporting staff
3. All teachers and support staff
4. All teachers and support staff will show evidence of flexible grouping

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

1. All special education staff will receive and implement strategies acquired from Professional Development sessions as supported by the Network Assistant Principal and Special Education staff.
2. All teachers and supporting staff will receive Professional Development that will focus on servicing students with disabilities (including the IEP process) through the creation of the Special Education Academy
3. Administration, teachers and support staff will use data collected from formative and summative assessments to differentiate instruction to meet the needs of students with special needs.
4. Teachers will use a variety of strategies to differentiate instruction in all subject areas as evidenced in lesson planning, flexible grouping, conferencing and other available resources, based on IEP goals and data collected.

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

1. Beginning October 2013 and ending April 2014 all Special Education Staff will receive professional development
2. Beginning January 2014 and ending June 2014 all educational staff will receive Professional Development

3. Beginning September 2013 and ending June 2014
4. Beginning September 2013 and ending 2014

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

1. Special Education Academy meets on Wednesday afterschool starting in January.
2. Professional Development will be held monthly based on the needs of the teachers.
3. Teachers meet Monday mornings during their professional time
4. Teachers meet twice a week to discuss best practices

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).

Parents will be involved in the IEP process on behalf of their child, including expressing concerns and areas of needs of improvement. This will occur during annual IEP meetings where Special Education Supervisor/District Representative and any teachers and supporting staff that provide services to that child will be in attendance. Our Parent Coordinator, Administration and Teachers will provide workshops for all parents so that everyone in our school community has a normed understanding of the IEP process.

Budget and Resource Alignment

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

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

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2014, our ELL students will achieve AMAO 1 goals set by the New York State.

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.

For the past few years our school has not met the AMAO 1 for English Language Learners. A significant number of our ELL students have not increased a proficiency level or gained 43 points within the same proficiency level on the NYSESLAT as per the state set goal (AMAO 1).

Instructional Strategies/Activities

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

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

1. ELL Academy: Administrators, ESL, TBE, DL and technology teachers are participating in a weekly study group. Staff is studying the latest ESL methodology to help differentiate lessons and increase student achievement.
2. Program Evaluation Toolkit (P.E.T.): Administration and ELL staff assess the effectiveness of ESL, TBE, and DL programs and ELL services at PS 73. They then create an action plan for improvement using the P.E.T. software.
3. Fast ForWord: The school received a grant to participate in a pilot program called Fast ForWord. It is a technology program that focuses on building letter recognition, phonemic awareness, cognitive skills, and vocabulary.

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

1. ELL Academy: Yazmin Torres who works for the district has been facilitating a series of workshops for ESL, TBE, and DL staff on the C.A.F.E. system to help ELLs with reading comprehension, accuracy, fluency, and vocabulary.
2. Program Evaluation Toolkit (P.E.T.): Dr. Hernandez and Gail Slater, the RB-ERN contact person for PS 73, facilitated the P.E.T. process. It is a software program for administrators and staff to review the ELL programs and services and create an action plan. We are currently in our second year of the process. Gail Slater has come once to our school this year and Dr. Hernandez will come in December.

3. Fast ForWord: ELL staff from grades 2-5 have received training on the program, including accessing the data results and analyzing the data. Mr. Aponte, the technology teacher, has been scheduled to oversee the DL and TBE classes when the students do the program. The classes also have access to laptops with internet connection to do the program the required 150 minutes per week.
7. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. ELL Academy: The administrators will look at the TCRWP levels of ELLs in English and Spanish to see if the CAFÉ system has helped their reading comprehension. Teachers also keep conference notes in a “pensive” (data binder) with goals set by the teacher and students based on the CAFÉ system. 2. Program Evaluation Toolkit (P.E.T.): The P.E.T. is an ongoing self-assessment process. Progress is monitored by the administration and select ELL staff through completion of action plan items set in the P.E.T. meetings. 3. Fast ForWord: Fast ForWord comes with its own data results and analysis to show student improvement. ELLs’ TCRWP scores will also be analyzed to monitor reading improvement.
8. Timeline for implementation and completion including start and end dates
1. ELL Academy: The Academy began meeting over the summer of 2013. Weekly 90-minute meetings began in October 2013 and will end in May 2014. 2. Program Evaluation Toolkit (P.E.T.): The P.E.T. is an ongoing process. It was first introduced to PS 73 in January 2013 and will continue to be used at least through June 2014. 3. Fast ForWord: Training for Fast ForWord began over the summer of 2013 and continued through September. The school began program implementation in October 2013 and students will continue to use the program through June 2014.
9. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. ELL Academy: ELL staff meets every Wednesday for 90 minutes after school. All members were given the CAFÉ books that came with a CD loaded with all the documents necessary to implement the CAFÉ system. 2. Program Evaluation Toolkit (P.E.T.): PS 73 has its own P.E.T. account and internet connection to access the program online. The action plan is visited monthly to monitor progress. 3. Fast ForWord: DL and TBE classes have preps with Mr. Aponte in the computer lab to ensure students are participating in the program. All classes also have access to laptops with internet capability and desktop computers in their classrooms.

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).
1. ELL Academy: The CAFÉ system comes with its own tracking system and parents will be made aware of the progress students make in parent-teacher conferences. 2. Program Evaluation Toolkit (P.E.T.): One section of the P.E.T. focuses exclusively on ELL parents. Workshops and communication are planned based on the needs shown through going through the P.E.T. process. 3. Fast ForWord: Parents reports can be emailed or printed out and sent home through the Fast ForWord software.

Budget and Resource Alignment

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

Goal and Action Plan #4

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

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, there will be a 5% growth of parental involvement in school activities that will support the academic and social success of the students at PS73X.

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.
The Parent Survey indicated a low score in the area of school environment. This was evidenced through observations and conversations that took place.

Instructional Strategies/Activities

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

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

1. Parent meetings will take place once a month to address social and academic activities for our school families.
2. Parent Teacher Association meetings will be held at various times during the month to enable more participation
3. Administration, teachers and all support staff will collaborate to get parents to fill out the survey.

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

1. Meetings will be facilitated by community partners, school staff, CFN network and PTA
2. PTA meetings take place during the day and evening so more parents can attend.

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

1. The School Leadership Team and the CBO's
2. The SLT and PTA Administration

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

1. Meetings began in September 2013 and will continue through June 2014
2. Meetings began in September 2013 and will continue through June 2014

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

1. The SLT meets monthly for a stipend of \$30.00 x 10 sessions for a total of \$300.00
2. The PTA meets monthly on different days

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).

Training and professional development workshops for parents and staff are conducted regularly at our school. Some of these include but are not limited to: Annual Title I Parent Meeting, Title I Parent Committee, PTA, curriculum night, parent-teacher conferences). Access to materials and resources are made available to parents for in-school and/or at-home use to support their child's learning and monitor student progress.

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

- **Strategies/activities that encompass the needs of identified subgroups**

1.

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

1.
 - Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
 - Timeline for implementation and completion including start and end dates
1.
 - Describe programmatic details and resources that will be used to support each instructional strategy/activity
- 6.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Literacy Lab for grade 2 students repeating the grade and at risk students using components of Foundations.	Small group instruction 2X a week for 50 minutes	During the school day
	Literacy Lab for grade 3 students repeating the grade and at risk students using components of the Wilson program	Small group instruction 2X a week for 50 minutes	During the school day
	Pull out Program for grades 1-5 for students repeating the grade	Small group instruction	During the school day
Mathematics	Pull out Program for grades 1-5 for students repeating the grade	Small group instruction	During the school day
Science	N/A	N/A	N/A
Social Studies	N/A	N/A	N/A
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Mentoring	Small Group	During the day
	Mentoring	One-to-one	During the day

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Our school secretaries have worked closely with teachers to ensure that those that are not HQT meet all required documentation and assessment deadlines. Lead teachers, mentors, and administrators are assigned to support struggling and unqualified teachers. Informative professional development is given to retain HQT. Differentiated professional development is given for all constituencies of our school and is open to all staff members (i.e. Special education, English as a Second Language, CCCS, UDL, Danielson's framework)

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Professional development will be provided during teachers' common planning time, faculty conferences and Inquiry Team meetings which will occur throughout the year. On-going training in Danielson's Framework, Common Core State Standards, data analysis, grouping and monitoring progress will be provided as needed to all staff. Information and articles are distributed to teachers when applicable. Information is shared by teachers at parent conferences twice a year.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Our two guidance counselors, attendance committee, parent coordinator and SAPIS person maintain a relationship with these families to provide the best services needed for students in temporary housing.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
At PS73 our preschool program effectively transitions children from preschool and other early childhood education programs to kindergarten in a variety of ways. We coordinate professional development activities of preschool and kindergarten teachers in order to align pre-kindergarten and kindergarten curricula and goals. Our PreK and kindergarten classes are on the same floor allowing our preschoolers familiarity with the kindergarten classrooms. The Administration encourages intervisitations across the grades so that teachers on the grades above and below know the expectations of each grade. Sharing information about a child's experience in preschool is particularly important in cases where a child may need extra support in order to experience success in school. For example, for children who are having particular difficulty with spoken language or cognitive skills upon entry to kindergarten, our preschool teachers provide the kindergarten teacher with the child's history, which would likely include documentation of steps taken to help the child progress toward his or her program goals.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
The teachers at PS73 meet at least twice a week to plan for their grade. During these meetings, the assessments and data are used to drive instruction. In addition every Monday morning teachers meet for professional development in order to learn best practices of using data to drive instruction.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP) Template

PS 73X Parental Involvement Policy

General Expectations

We believe that parental involvement enhances students' academic achievements. At PS 73X we agree to implement the following statutory requirements:

1. To put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
2. To ensure that the required school-level Parental Involvement Policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a School-Parent Compact consistent with section 1118(d) of the ESEA.
3. To incorporate this Parental Involvement Policy into our School Improvement Plan.
4. To carry out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand
5. To involve the parents of children served in Title I, Part A programs in decisions about how the 1% of Title I, Part A funds reserved for parental involvement is spent.
6. To be governed by the following statutory definition of parental involvement, and carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, meaningful communication involving student academic learning and other school activities, including ensuring that parents play an integral role in assisting their child's learning; that parents are encouraged to be actively involved in their child's education at school; that parents are full partners in their child's education and are included, as appropriate, in decision-making policies and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA. PS 73X will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

How PS 73X Will Implement Required Parental Involvement Policy Components

1. PS 73X will take the following actions to involve parents in the joint development of its school Parental Involvement Plan under section 1112 of the ESEA:

Creation of a Title 1 district-level team that includes the Parent Coordinator, building administrators, Title 1 teachers and parents

Public notification of district-level Title 1 meetings

Individually solicit parents of Title 1 students to participate

2. PS 73X will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

The PIP and the School Parent Compact

Public notification of building-level Title I and/or school improvement meetings

Individually solicit parents of Title I students to participate

3. PS 73X will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

Look at current information on research-proven practices to improve parental involvement at the building-level;

Attend workshops on best practices for improving parental involvement;

Provide sufficient building allocations to allow for implementing specific parental involvement activities as identified at the building level.

4. PS 73X will coordinate and integrate Title I parental involvement strategies under the following other programs by providing parent trainings in conjunction with other agencies or supplying materials, space or personnel for such training opportunities.

4. PS 73X will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this Parental Involvement Policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its Parental Involvement Policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

Our Parent Coordinator, Wanda Jackson, will:

Develop a trimester parent survey that solicits input regarding parents' concerns and needs that are not being sufficiently addressed at either the district or building level.

Ensure that this activity is carried out on an annual basis.

5. PS 73X will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement.

6. PS 73, with the assistance of its Parent Coordinator, will provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics identified as needing to be addressed through the annual parent survey.

7. The school district through the assistance of the school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement. The school district will, with the assistance of its school and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools. The school district will ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

Effective Years

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by meeting minutes. This policy will be in effect for the school year 2013–2014. The school will distribute this policy to all parents of participating Title I, Part A children on or before September, 2013

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

PS 73X Parent Compact

P.S. 73X and the parents of the students participating in activities, services, and programs funded by Title 1, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This School-Parent Compact is in effect during school year 2013-2014.

SCHOOL RESPONSIBILITIES

PS 73X will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables all children to meet the City and State's student academic achievement standards in a risk-free environment.
- Provide the parent with an individual student report about the performance of their child on the State assessments in ELA and Math.
 - Hold parent – teacher conferences in the Fall and Spring during mandated sessions
 - Provide information to parents, including alternative formats upon the request of parents with disabilities
- Have monthly meetings with the parents on school related topics.
- Teacher conferences will be ongoing as needed.
- Progress reports will be distributed to parents a minimum of three times a year.
- Parent Coordinator is available in the Parent Resource Room.
- Teachers are available by appointment during their prep periods
- Ongoing training for Learning Leaders in the Fall and the Spring.

PARENTAL RESPONSIBILITIES

We, as parents will support our children's learning in the following ways:

- Making education a priority
- Making sure our children are on time and prepared for school every day.
- Talking to our children about what they did at school today.
- Scheduling a daily homework time.
- Checking homework to make sure it is completed.
- Providing an environment conducive to studying.
- Monitoring the amount of television time.
- Making sure our children follow the mandated uniform policy.
- Volunteer in a classroom (other than their child's).
- Participate in school activities on a regular basis
- Stay informed about my child's education.
- Read all notices that come home in a timely fashion.
- Read with my child every day.
- Take my child to the library on a regular basis.
- Communicate positive values and character traits to my child.
- Teach them to show respect to teachers and students
- Encourage hard work
- Teach responsibility
- Respect cultural differences of others.
- Help my child accept consequences for negative behavior.
- Be aware of and follow the rules and regulations of the school.
- Support the school discipline policy.

STUDENT RESPONSIBILITIES

We, as students will share the responsibility to improve our academic achievements and achieve the State’s high standards. Specifically, we will:

- Come to school ready to do our best and be the best.
- Come to school with all the necessary tools of learning.
 - Pencils
 - Books
 - Homework, etc.

Listen and follow directions.

- Listen and follow directions
- Participate in class discussions and presentations.
- Be honest and respect the rights of others.
- Follow the school’s/class’ rules of conduct.
- Wear the school uniform.
- Ask for help when we need it.
- Do our homework every day.
- Study for tests.
- Read every day with an adult.
- Get adequate sleep every night.
- Use the library to get information and enjoyable books.
- Give our parents all notices that are sent home that day.
- Behavior will be monitored closely and may impact on approval to attend various school activities

(Please sign and return back to your child’s teacher)

By signing this you are acknowledging that you have received this document and discussed it with your child.

_____ (Child’s Name)

_____ (Class)

_____ (Parent’s Name)

_____ (Signature)

_____ (Date)

3.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

District 09	Borough Bronx	School Number 073
School Name Public School 73X		

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

Principal Vivian Bueno	Assistant Principal Hildaura Abreu
Coach Celia Fagan	Coach Naomi Little
ESL Teacher J. Klauber/ M. Katz	Guidance Counselor S. Ramcharan
Teacher/Subject Area E. Buckley-Bilingual Teacher	Parent type here
Teacher/Subject Area G. Zelasco- Bilingual Teacher	Parent Coordinator W. Jackson
Related Service Provider K. Shine - Speech	Other W. Ocasio - Test Coordinator
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	6	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	2

D. Student Demographics

Total number of students in school (Excluding Pre-K)	878	Total number of ELLs	179	ELLs as share of total student population (%)	20.39%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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														To
	K	1	2	3	4	5	6	7	8	9	10	11	12	t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	1	1								2
Dual Language <small>(50%:50%)</small>	2	1	1	1	0	0								5
Freestanding ESL														
Push-In	0	0	0	2	2	1								5
Pull-out	2	2	2	1	2	1								10
Total	4	3	3	4	5	3	0	22						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	179	Newcomers (ELLs receiving service 0-3 years)	146	ELL Students with Disabilities	25
SIFE	9	ELLs receiving service 4-6 years	31	Long-Term (completed 6+ years)	2

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [?](#)

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	32	3	2	6	4	2	0	0	0	38
Dual Language	79	1	0	1	0	0	0	0	0	80
ESL	35	1	11	24	0	10	2	0	0	61
Total	146	5	13	31	4	12	2	0	0	179

Number of ELLs who have an alternate placement paraprofessional:

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	0	0	0	17	19								36
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	17	19	0	36						

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP
Spanish	13	46	25	30	16	30	26	0	0	0	0	0	0	0	0	0	0	0	80	106
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	13	46	25	30	16	30	26	0	80	106										

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 0 Number of third language speakers: 2

Ethnic breakdown of EPs (Number):

African-American: 16 Asian: 0 Hispanic/Latino: 74
 Native American: 0 White (Non-Hispanic/Latino): 0 Other: 0

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	2	4	5	10	14	13								48
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic						1								1
Haitian														0
French	1		1		2									4
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1		2	2	3	1								9
TOTAL	4	4	8	12	19	15	0	0	0	0	0	0	0	62

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	15	8	9	9	10	7								58

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	12	13	17	22	11	6								81
Advanced (A)	3	6	13	7	16	14								59
Total	30	27	39	38	37	27	0	0	0	0	0	0	0	198

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	28	5	0	0	33
4	27	5	0	0	32
5	19	6	1	0	26
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	16	14	2	1	0	0	0	0	33
4	11	16	4	2	1	0	0	0	34
5	9	20	1	5	0	0	0	0	35
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	2	5	7	10	8	1	4	37
8									0
NYSAA Bilingual (SWD)									0

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

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

We use ongoing assessments and collections of student work to effectively plan for instruction and professional development. Formal assessment tools used to assess early literacy skills include the LAB-R, NYSESLAT, TCRWP in English and Spanish, Fast ForWord (a pilot program for emerging readers), Estrellita (for Spanish reading), students' math and writing portfolios, and the NYC Performance Assessment as a baseline (not as part of the Measure of Student Learning (MOSL), except for 3rd grade). Informal assessments include conference logs, journals, and reading and writing folders, among others. Using the data collected from all these sources, teachers are able to create an academic profile for ELLs and analyze their strengths and weaknesses. Our analysis shows that our ELLs struggle with reading and writing more than listening and speaking. Analysis also shows that those ELLs with high literacy in their native language achieve on level literacy in English faster than those ELLs who do not have a solid literacy foundation in their native language. This analysis allows for better scaffolding throughout the day's lessons to make language and content accessible to ELLs, including: native language instruction, small group instruction, explicit vocabulary instruction, graphic organizers, visual aids on word charts and word walls.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Of the 192 ELLs who took the 2013 NYSESLAT at PS 73X, 9% (17 students) scored proficient, mostly in the upper grades. 30% (57 students) performed at the advanced level, more than half in the upper grades. 43% (83 students) performed at an intermediate level, split about evenly between the upper and lower grades. The remaining 30% (58 students) performed at the beginner level, over half of those in the lower grades. 44% (94 students) of ELLs increased a proficiency level. Also noted, of the 25 ELLs who are also SWDs, 60% (15 students) increased a level. Using this data, we are able to ascertain that more than half the students are coming in the lower grades and performing as beginners; as they move through the school, they score intermediate, and then by the time they reach fourth and fifth grade, they score advanced. Of the 40% (77 ELLs) who did not increase a proficiency level, 26% (20 students) were advanced ELLs in the upper grades who remained at the advanced level due to a lack of progress in the reading and writing sections of the NYSESLAT and 38% were newcomers who received 0 on the LAB-R and scored Beginner. 3 students (1%) were at the advanced level and regressed to the intermediate level, also due to deficiencies in the reading and writing portions of the exam (but also attributed to the new grade band that was more difficult than the previous year's). 8 students (4%) did not receive test scores due to incomplete exams.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The patterns across the four modalities affect instructional decisions on an individual student basis. Teachers scaffold lessons to address students' strengths and weaknesses as shown in class and in their NYSESLAT test scores. We use the AMAO data to figure out ELL placement and grouping within the classrooms. Students who have not moved a level or gained 43 points, or those who have decreased a proficiency level, are looked at closely and teachers determine in which area(s) the students need extra help. Scaffolds such as small group instruction, conferencing, explicit modeling, and vocabulary instruction are then built into lesson plans throughout the day to address these weaknesses. This year, students are also participating in a computer program called Fast ForWord that helps them strengthen their cognitive capabilities and phonemic awareness. This past year, our current fourth and fifth graders in the Freestanding ESL program made negligible progress in the reading and writing portion of the NYSESLAT. Therefore, a certified ESL teacher will push into the classroom during both Reading and Writing Workshop to ensure small group instruction incorporating ESL methodology takes place eight periods a week. The school also provides a common core aligned curriculum in both ELA and Math (Ready Gen and Go Math, respectively) that has built-in scaffolds and flexible grouping, with an emphasis on vocabulary.

4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

A.

There are several patterns across proficiencies and grades in the content area performance of ELL students in the Freestanding ESL and TBE programs (the DL students are too young to have taken the state exams).

Of the ELLs who took the math state exam in third grade, about half took it in English (the Freestanding ESL population) and the other half in Spanish (the TBE students), with both sets scoring approximately equally on the exam (about 10% scoring a Level 2 and 90% scoring a Level 1 in both sets). Overall, third grade ELLs fared slightly better on the ELA with both the ESL and TBE ELLs, with 12% scoring a Level 2 and 88% scoring a Level 1. In fourth grade as in third grade, about half of the ELLs took the state math exam in English (Freestanding ESL) and the other half in Spanish (TBE). Also as in the third grade, both sets scored more or less the same on the math exam (about 20% scoring a Level 2 and 80% scoring a Level 1 in both programs) and on the ELA exam (87% of ELLs scored Level 1 and 13% scored a Level 2). On the state science exam, about half the students took the English version and half the Spanish. Of those ELLs who took it in their native language, 19% scored a Level 4, 38% scored a Level 3, 33% scored a Level 2, and 10% scored a Level 1. Of ELLs who took the English version of the exam, 6% scored a Level 4, 63% scored a Level 3, 31% scored a Level 2, and 0% scored a Level 1.

In analyzing this data, we can determine that while the students in the Freestanding ESL and TBE programs perform similarly on the math and ELA, the former performs better on the science. Therefore, the students in the bilingual classes need extra support in content areas.

B.

Teachers use this data to inform instruction throughout the day. Teachers use a variety of scaffolding techniques to address students needs including flexible grouping, differentiated homework, explicit modeling, individual conferencing, visual aids, specific vocabulary instruction, etc. P.S. 73 provides a standards-based curriculum in both English and Spanish, enabling ELLs to meet the CCLS, with an instructional program founded on developing bilingual and bicultural literacy. The school ensures the linguistic and cognitive/academic success of each child through the ongoing collaboration among students, parents, and staff. The administration organizes professional development for staff who work with ELLs. They also bring in the REB-RN staff to help all teachers to differentiate instruction for ELLs and understand the fundamentals of ESL methodology. The school leadership also organized an ELL team to participate in the Program Evaluation Toolkit that helps identifies strengths and weaknesses of the ELL programs. This was then used to provide staff with materials or training they need in the four domains. The school leadership also provides for extra planning time throughout the week for teachers of ELLs. Finally, the Title III program for after school used the periodic assessments to group ELLs and assign the proper teachers to work with the groups.

C.

The school has learned that the ELLs have many needs that can be addressed with differentiated instruction and scaffolding. Therefore, the school provides professional development for staff who work with ELLs on these differentiating strategies, as well as the new RtI framework. An ELL team has been formed so that teachers of ELLs can work with each other on units and building in different scaffolds throughout the lessons. An inquiry team supports ELL teachers, as well as an administrative staff versed in both ESL and bilingual education. In terms of how the native language is used, Spanish is taught in the DL and TBE classrooms. In the DL classrooms, Spanish and English hold equal importance, with 50% of instruction received in Spanish and 50% in English. In the TBE classrooms, the CR Part 154 mandates are followed for language of instruction. Materials are available in these programs to support both English and Spanish instruction. PS 73 received a grant for students to participate in a pilot program called Fast ForWord that will enable students to develop phonemic awareness and cognitive skills that they can apply to content throughout the day in both English and Spanish.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

To provide academically at-risk ELLs with scaffolded, rigorous, and culturally responsive instruction, a strong Response to Intervention (RtI) model is in place. We have interventions in place that increase in duration and intensity over time. All ELLs receive strong core instruction. The rigorous standards set by the Common Core are not lowered, but rather teachers use a variety of scaffolding techniques to make content accessible to ELLs. These techniques are based on ESL methodology and include: accountable talk, conferencing, TPR, visual aids, songs and chants, repetition, shared reading, whole class-teacher projects, explicit modeling, etc. Tier 2 ELLs work in small groups with their teacher to ensure that they access the material with extra time and activities. Additionally, Tier 2 ELLs are identified by the Spanish LAB-R as underdeveloped academically in their native language (i.e. SIFEs), so they work in small groups during Extended Day to develop native language literacy skills that can then be transferred to developing English language proficiency. Tier 2 and Tier 3 students are participating in a pilot program called Fast ForWord. It is a computer program that ELLs use daily to help them develop better phonemic awareness and foundational reading skills. Teachers can also partner with the family to ensure that work continues at home so that students overcome academic difficulties. Furthermore, ReadyGen and Go Math have Tier 2 and Tier 3 interventions built into the program that teachers utilize with the students. As students improve (as measured by reliable and valid assessments such as the English and Spanish TCRWP), the extra supports are removed.

6. How do you make sure that a child's second language development is considered in instructional decisions?

In all lesson plans, teachers of language learners include both a content and language objective. The language objectives specifically

address the needs of the language learners (in the case of the DL programs, ELLs in the English class, and EPs in the Spanish class). The primary goals of the programs are to amplify the literacy and cognitive/academic skills of all ELLs by incorporating recognized and researched based ESL instructional strategies across content areas so they can perform at city and state grade levels. ESL strategies include but are not limited to: scaffolding, TPR, songs and chants, repetition, graphic organizers (i.e. tables, flowcharts, graphs and story maps), modeling, interactive read alouds, retelling, sequencing, thematic units, language experience approach, academic accountable talk and use of picture dictionaries. Both the Blanced Literacy Model in ReadyGen and Go Math support differentiated instruction to enhance the cognitive, linguistic, and academic growth of our ELL students. They participate in read alouds, independent reading, shared and guided instruction and mini-lessons. ELL students work with challenging and authentic activities that meet their unique learning styles and participate in special events that recognize the diversity of their cultural backgrounds. We address the students' different learning styles and English modalities, including through the use of computers and white boards to meet their multisensory (i.e. visual, auditory and kinesthetic) learning needs.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

a. EPs are assessed by their teacher in a variety of ways in the target language. Formal assessments include Estrellita and TCRWP. In addition, all units taught in Spanish end in a formal assessment and are graded with a research based, Common Core aligned rubric. The Spanish teacher in the DL program also informally assesses EPs through conference notes, homework, and small group instruction.

b. The level of language proficiency in Spanish for EPs varies based on years in the program, home language, and academic achievement in their native language.

c. The DL program at PS 73 is four years old, so students in the program are only now just entering the 3rd grade and will take the state assessments this year.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

ELL success is based on a variety of factors. We look at the NYSESLAT and the AMAOs 1, 2 and 3, which includes AYP for ELLs. We also look at the TCRWP and portfolios to gauge the academic success of our ELLs. This past year, 41% of ELLs increased (88 students) their level. Although the majority of the ELLs scored a Level 1 on the 2013 Math and ELA state exams, the new Common Core aligned exam was more rigorous than past years and this may explain the drop in Level 2s and 3s as received by the ELLs students. In addition, the majority of the ELLs in 3rd and 4th grade received high 1s.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
Fall

Most Home Language Identification Surveys (HLIS) and interviews are conducted prior to the new school year. However, within the first ten days of school, all HLIS and informal interviews are conducted for those students who were registered after the spring enrollment period. During this time, the Language Assessment Battery - Revised (LAB-R) is administered to the students, who speak a language other than English. If a child is efficient in English and speaks Spanish in the home, he is also given the Spanish LAB. Each student's performance on the LAB-R determines his entitlement to English as a Second Language (ESL) services. Once a student's status is identified, parents are notified immediately and English language development services commence for the non-proficient population. If the child tests proficient, a proficient letter is sent home. In contrast, if the child doesn't test

proficient, they receive an entitlement letter. Both of these letters are sent in the parents' home language along with contact information for future use.

Spring

The identification process we have in place for newly enrolled students begins when a parent completes a Home Language Identification Survey (HLIS) during our spring enrollment period. At this time, students and parents receive an informal interview by the school pupil secretary, Ms. Julie Ortiz and a member from our 'Bilingual/ESL' team of trained pedagogues (Bilingual Coordinator - J. Barroso, ESL Teachers - J. Klauber, M. Katz, Test Coordinator - W. Ocasio) to determine whether a child is eligible to receive the LABR and/or Spanish LAB exams. These pedagogues are proficient in Spanish and French, which are the major languages represented by our school community. In addition, parents are shown the Orientation Video in their language, so that they may be informed of the different programs provided throughout the New York City schools. Parents are also notified that once children begin school in the fall, they will once again view the video and fill out the Program Selection Form. During the identification process, parents are also presented with the Parent Preferred Language Form, so that they may receive information in their dominant language.

During the end of the school year, our current ELLs are assessed with the NYSESLAT. In order to ensure that all eligible students are tested, the RLER (students eligible to take the NYSESLAT report) and RADP (admission/discharge lists) on ATS, are cross-referenced

with ARIS-generated lists of ELLs by class and grade. Teacher-generated lists of ELLs are created, with columns for each subtest. As each of the four components is administered, students' names are checked off to ensure that each student has been assessed with the listening, reading, speaking, and writing portions. The pedagogues responsible for assessing these students are our 'Bilingual/ESL' team.

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.

Parents of the newly enrolled ELLs are provided with information on the different programs available at registration and/or at an orientation session to ensure that they understand all three program choices. The school presents this information through a video, brochure, and speaker-representative in the parents' native language. A speaker-representative is available to answer all questions. Spanish, French and Arabic licensed pedagogues (V. Bueno, J. Barroso, M. Katz, G. Aponte, J. Atalla and W. Ocasio) are readily available to serve as translators. Parents are informed that they have the right to choose a transitional bilingual program, dual language program, or a freestanding ESL program. Afterwards, 'Parent Assurance Survey and Program Selection' forms are provided to the parents in order to indicate the programs that they want for their children.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

Our school ensures that entitlement letters are distributed and the Parent Survey and Program Selection forms are returned. The submitted forms are thoroughly reviewed by the Bilingual Coordinator in order to conform with parental choices. Copies of all parental letters are kept on file. Parental concerns and/or unavailable program requests are brought up to the attention of the school administrators. When parents cannot attend the Orientation and the Parent Survey and Program Selection forms are not returned, the Bilingual Coordinator follows up via mail and/or phone calls if necessary. Again, parents of ELL students are provided with translation and interpretation services as needed, and the documents are provided in both English and their native language.

Parents complete the Parent Survey and Program Selection form and the school conforms with parental bilingual program selections accordingly. Before ending the orientation, parents receive contact information to use for additional support regarding their child's education. Orientations and meetings are conducted in English, Spanish and French where needed. Additionally, handouts are provided in other languages for further support.

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.

When students return to school during autumn, either a continuation or exit letter is sent home, based on their spring NYSESLAT score. Also, once the LAB-R is administered, entitlement and non-entitlement letters are mailed out. Placement letters are also distributed once parent surveys and program selection forms are obtained. Prior to distribution, copies are made of each form and saved in a file. As letters are returned, they are organized and placed on file in the bilingual coordinator's office. The bilingual

coordinator ensures that each parent is provided with the appropriate letter, which should be signed and returned to the bilingual coordinator. As the letters are returned, the bilingual coordinator regularly checks to make sure that parents are returning letters. A second copy is sent out to parents/guardians, followed by a phone call and/or e-mail and if these are not returned, the bilingual coordinator contacts the home to have them come into the school to sign the unreturned letters. However, if they are unable to appear during the school day, a confirmation that the information has been received is given by the parent/guardian over the phone and a note is made on the letter. Once returned and organized by the Bilingual/ESL team, the originals are saved in the bilingual coordinator's office. Members of the Bilingual/ESL team ensures that each parent has filled out a Parent Survey and Program Selection Form when their child was first enrolled or during the parent orientation. In doing this, we are able to receive the majority of signed letters.

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

In order to ensure that all eligible students are tested, the RLER (students eligible to take the NYSESLAT report) and RADP (admission/discharge lists) on ATS are cross-referenced with ARIS-generated lists of ELLs by class and grade. Teacher-generated lists of ELLs are created, with columns for each subtest. As each of the four components is administered, student's names are checked off to ensure that each student has been assessed with the listening, reading, speaking, and writing portions. The pedagogues responsible for assessing these students are our 'Bilingual/ESL' team. The ESL teachers and the bilingual coordinator administer the speaking part of the exam in accordance with all procedures. The DL and TBE teachers administer the listening, reading, and writing portions of the exam to their own classes. The ESL teachers administer the listening, reading, and writing portions to the freestanding ELL population by grade (or in a small group or individually based on a student's IEP testing modifications).

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

Our program implements Transitional Bilingual, Dual Language, and Freestanding English as a Second Language (ESL) with a Push-in/Pullout model. All classes are grouped heterogeneously with mixed proficiency levels. The language of instruction in the TBE and DL classes are Spanish and English, and the ESL classes are English only. All ELL students in the TBE (grades 4 and 5) and DL classes (grades K-3) receive their instruction from certified bilingual teachers.

In grades 1 and 2, the DL program follows a 50/50 side-by-side model. The students alternate between two classrooms every other day, with a classroom for English instruction with one teacher, and another classroom in Spanish with Spanish instruction. All content areas are taught in both languages and lessons are continued from the previous day. In the Kindergarten and 3rd grade, a Self-Contained DL model is followed. The students and teacher remain in the same class and the teacher plans for both English and Spanish lessons. Instruction is taught in English and Spanish on alternating days and all content areas are taught in both languages. Lessons are continued from the previous day.

In the 4th and 5th grade TBE classes, certified bilingual teachers follow the provisions of CR Part 154 to determine the language of instruction. The LAB-R and NYSESLAT results are used to plan program instruction as well. Students who are at beginner level receive 70% of instruction in Spanish and 30% in English. Students who are at the intermediate level receive 50% of instruction in Spanish and 50% of instruction in English. Students who are at the advanced level receive 30% of instruction in Spanish and 70% of instruction in English.

All K-5th grade ELL students in the general education, ICT, and Special Education classes receive their instruction from a certified general education or special education teacher, while their ESL instruction is delivered by an ESL certified teacher in a Push-in/Pull-out model. The LAB-R and NYSESLAT results are used to plan program instruction. Students who are at beginner or intermediate levels receive 360 minutes a week of ESL services and advanced ELL students receive 180 minutes a week as per CR Part 154.

The programs follow the heterogenous model. All the aforementioned ESL program models help ELL students to achieve English language proficiency and attain the standards established for all students for grade promotion and graduation. In order to enrich language development, teachers have been trained in scaffolding, differentiation, and vocabulary development. Our language and instructional approaches are driven by both authentic and standardized assessments, and student profiles. This includes explicit language and content objectives within each lesson, the scaffolding of accountable talk, vocabulary and expressing those ideas in writing.

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)?

Organization of our staff ensures that the mandated number of instructional minutes are provided according to the proficiency levels of our ELLs as assessed by the LAB-R or NYSESLAT. The schedule of our ELL students is provided to our principal who approves it. In compliance with CR Part 154, ELL students who are at beginner or intermediate levels receive 360 minutes a week of ESL services and those that are at the advanced level receive 180 minutes a week. The program serves all students with limited English proficiency (ELL) until they achieve proficiency in the English language as assessed by the NYSESLAT. ELL students in DL and TBE classes receive ESL services by their certified bilingual teachers during their daily content area instruction. All ELLs in our DL classes receive NLA through the Two Way Immersion Model where there is 50%/50% instruction in English and Spanish in all content areas of the NYS core curriculum. In the TBE program, beginners receive 30% of instruction in English and 70% in Spanish, intermediate students receive 50% of instruction in English and 50% in Spanish, and advanced students receive 70% of instruction in English and 30% in Spanish. ELL students in the Freestanding ESL program

receive their services in a Push-in/Pullout model by certified ESL teachers.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Across all programs, scaffolding, differentiation and small group instruction are used to meet the demands of the Common Core Learning Standards. In the DL program, all ELLs receive the same academic content as those who are native English speakers. In the DL program in first and second grade, approximately 50 students are shared between two teachers. One group receives instruction in Spanish all day, while the other in English all day. The following day, the students switch the language of instruction (those who were with the Spanish teacher switch to the English teacher and vice versa) and lessons are continued from the previous day. To make sure that all content is covered, the DL teachers are given time for weekly planning sessions in addition to the weekly grade meetings. In Kindergarten and 3rd grade, a Self-Contained model is used and teachers and students stay in the same classroom every day. However, language alternates between Spanish and English every other day, and lessons are continued from the previous day. To ensure students' academic progress in the ESL programs, we utilize collaborative core curriculum planning between classroom teachers, clusters and ESL support service teachers. This means that beyond explicit ESL collaboration between classroom teachers and ESL teachers during the push-in period, also taken into consideration are the language needs of ELLs for all content areas. For example, classroom teachers monitor the understanding of linguistically challenging material and use a variety of phrasing and synonyms along with visual aids to clarify meaning. During math, teachers of ELLs devote extra class time to untangling difficult word problems. In Social Studies, teachers scaffold their instruction with visual aids such as maps, atlases and illustrations to increase comprehension. In the TBE classrooms, certified bilingual teachers use a variety of instructional methods to ensure that all ELLs are developing English proficiency and master content. These strategies include but are not limited to: sheltered instruction, conferencing, small group instruction, visual aids, songs and chants, field trips, explicit modeling, TPR, illustrated word walls, technology and personalized bilingual dictionaries. In addition, ELLs in all programs in the school work in small groups during, before, and after school that focus on literacy and academic language. Technology is also used to promote ELL achievement and progress. All ELLs have a Fast ForWord account that they log on to daily to promote reading fluency. Finally, in all lessons the DL, TBE, and ESL teachers include a content objective, aligned to the Common Core, and a language objective to make sure that ELLs are meeting the demands of the CCLS and also developing their English language proficiency.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
ELLs in the DL program in K-2 are assessed in Spanish using Estrellita. ELLs in the DL and TBE programs in all grades are assessed with the Spanish TCRWP. In addition, all units end in a product in both Spanish and English, which is evaluated using agreed upon, research-based rubrics. Throughout the year, ELLs in the DL classes are assessed in all subjects through these mid-unit and end of unit tasks.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
All ESL and bilingual teachers include a language objective in their lesson plans in addition to content objectives to ensure that all modalities are addressed throughout the year. In addition, classroom teachers are now expected to address verbal and aural modalities in their lessons as according to the new Common Core Learning Standards. Reading and writing are addressed regularly through all content areas by all teachers. To monitor student progress, many informal and formal assessments are used. TCRWP and ReadyGen are curriculum that monitor the reading and writing progress of students with periodic assessments. Students engage in small group instruction, individual conferencing, and accountable talk activities among others to demonstrate listening and speaking skills that teacher then informally assess.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. SIFE

The SIFE population in our school is supported with the resources as follows:

- Differentiation of instruction in all areas
- Tier 1, 2 and/or Tier 3 RtI as needed
- Grade appropriate instructional support materials
- Ongoing communication with parents to monitor their children's progress

-Small group instruction in native language whenever possible

b. Newcomers

When a new student is registered in our school, we facilitate the transition with the resources as follows:

-A "buddy system" in which we identify a similar student in his/her class who will assist during the day.

-A parent interview and a student interview

-Students are encouraged to participate in after school programs

-Home and school communication in the native language

-Differentiated instruction in all areas as needed

-Required participation in our Extended Day program in which they receive small group instruction

-Provide students access to bilingual dictionaries and glossaries

-Tier 1, 2 and/or Tier 3 RtI as needed

c. ELLs with 4 - 6 years service

An extension of services is requested for ELL students between 4-6 years and Long-Term ELLs. Same support structures as above are provided.

d. Long-term ELLs

An analysis on the NYSESLAT, ELA, and Math assessments suggest that their problem is in reading and writing. Our action plan for this group involves:

-Monitoring the students progress in all content areas to differentiate instruction and accelerate their English language development and cognitive/academic skills.

-Participation in the school's literacy after-school programs

-Ongoing communication with parents to monitor their children's progress

-Tier 1, 2, and/or 3 RtI as needed

e. Former ELLs

-Former ELLs within 1 years of testing proficient on the NYSESLAT are placed in classes where a certified ESL pushes in and in this way they receive the one period of service a week that they are entitled to.

-Our testing coordinator keeps track of former ELLs who have tested proficient in the last 2 years and those students receive the same testing accommodations as ELLs.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

ELL-SWDs follow the core curriculum as required for all students in the school. PS 73's literacy and math instruction is provided through the research-based ReadyGen and Go Math programs. We differentiate instruction based on the students' language and academic profiles, as well as the concerns and goals outlined in the students' IEPs. Both ELA and Math curriculums provide strategies to differentiate instruction including a variety of academic learning activities that enhance the students' ability to learn the content. We also address the students' different learning styles and English language modalities through the computer lab and white boards to meet the multisensory (i.e. visual, auditory and kinesthetic) needs. Targeted interventions for ELL-SWDs in Math, ELA and other areas include as follows: SETTS, ESL, Extended Day, Literacy after school program, Occupational and Physical therapy, Speech and language and Guidance counseling.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

PS 73 provides ESL services as per CR Part 154 to its special education students. The latter are in ICT, Special Education Self-contained, and general education classes in grades K-5 (and in TBE classes in grades 4 and 5). The school's plan for ELL-SWDs in least restrictive environments includes all of the above mentioned instructional strategies and materials. Our plan also includes:

-collaboration between the classroom and ESL teachers and service providers

-consistent scheduling of ESL teachers push-in services to optimize planning, goal setting, and monitoring

-Monitoring newcomers and/or SIFE students for possible special needs status

-Ensure that teachers of students with IEPs are familiar with the students' specific needs and that all services are provided as per IEP mandates

-Ongoing communication with parents to monitor their children's progress

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

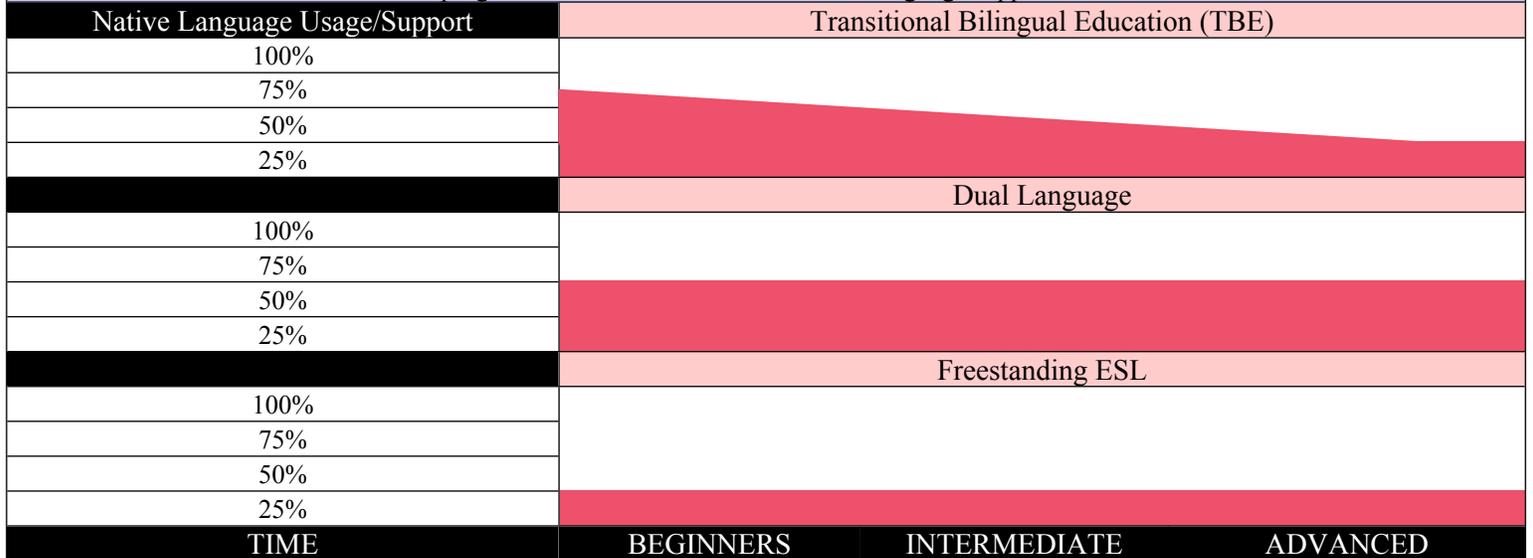
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- All the ELLs receive support through several structures, some of which are: balanced literacy, where students receive small group instruction during guided reading, language development with a focus on vocabulary, and ESL push-in and/or pull-out services. All ELLs participate in our Extended Day program 2 days a week for 50 minutes before school that focuses on ELA and math instruction. Intervention for ELLs also includes SETTS, ESL and Literacy after school program, Occupational and Physical Therapy, Speech and Lanauage and Guidance counseling. The language of instruction and/or serrvices is English and/or Spanish as needed. Our bilingual paras are assigned to work with ELL bilingual students with IEPs so they can serve as translators. We conduct IEP evaluations and parent meetings in both English and Spanish for our students with special needs (and if need be, contact a translator for any low incident languages).
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The effectiveness of the current programs is assessed using a variety of measures, including state ELA and Math exam scores, AMAOs 1 and 2, TCRWP reading and writing assessments (with common and research based rubrics), and school generated assessments (inquiry). The ESL/Bilingual team also received training on how to use the Program Evaluation Toolkit (PET), which was used to help evaluate the effectiveness of the DL, TBE, and Freestanding ESL programs. As mentioned earlier, all ELLs receive either 360 minutes or 180 minutes of ESL services as per CR Part 154. Using the PET, teachers' schedules were programmed to maxamize effectiveness and ensure that all ELls received the correct amount of services to which they were entitled. ESL teachers scheduled push-in periods during literacy to ensure that ELLs received extra support during the fundamental reading and writing periods. In the DL and TBE programs, teachers use ESL methodology to address ELLs' learning needs and make content accessible. Additionally, all teachers include content and language objectives to ensure that all modalities are addressed in addition to the content. In these ways, PS 73 was able to address the needs of ELLs in both content and language development.
11. What new programs or improvements will be considered for the upcoming school year?
- A grant for Fast ForWord was awarded to PS 73 for the 2013-14 school year. ELLs will log on to the program daily and participate in exercises that will build foundational reading skills. ELLs in freestanding ESL classes will be grouped this year to maximize the amount of time a certified ESL teacher can push in with the class.
12. What programs/services for ELLs will be discontinued and why?
- No programs/services will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are afforded equal access to all school programs. Letters are sent home in the parents' native language (as specified on the HLIS). There are several academic programs that ELls have access to, including Woodycrest and Scan. In the past years, there has also been a Title III program for ELLs to promote literacy skills and langauge development.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- All teachers use ReadyGen and Go Math which include ELL differentiation in their curriculum. ELLs this year are also participating in Fast ForWord, an online reading support software program. DL and TBE teachers also use Avenues during the ESL blocks.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- In the TBE programs, Spanish is taught in accordance with CR Part 154. Beginners receive 70% of instruction in Spanish, intermediate students receive 50% of instruction in Spanish, and advanced students receive 30% of instruction in Spanish. To achieve this, TBE teachers use small group instruction and different sets of student workbooks and textbooks. For example, beginners in the TBE programs can do math in a Spanish workbook while advanced students do independent work in an English workbook. In the DL program, a side-by-side model is used, so ELLs receive instruction in the native language every other day. In the Freestanding ESL program, there are French and Spanish books available in the library.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- The required services support and resources correspond to ELLs' ages and grade levels. ELL students acquire and develop English language skills while meeting their grade and age level standards in literacy and the content areas. ELL students' periodic progress monitoring through formative and summative assessments is used to drive ESL isnruction in the four English language

modalities: speaking, listening, reading, and writing.

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

We conduct parent orientations as soon as students are enrolled, identified and entitled to receive ESL instructional services. There are also meetings with the parent coordinator, bilingual coordinator and the school's secretary. They conduct oral interviews with parents, gather documentation upon registration and discuss the child's placement. All meetings are translated for parents in Spanish and other languages when a translator is available. All parents are invited to parent-teacher conferences/open school nights in the fall and spring semesters to meet with staff members to discuss student performance.

18. What language electives are offered to ELLs?

N/A

19. For schools with dual language programs:

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

a. In our DL programs (1st and 2nd grade), a side by side model is used. EPs and ELLs are mixed heterogeneously and shared between two teachers. One group works the whole day with a teacher in Spanish while the other groups works with a teacher in English. The next day, the two groups switch. Therefore, by the end of the year, they'll have received 50% of their instruction in Spanish and 50% of their instruction in English. In Kindergarten and 3rd grade, a self contained model is used. The classroom teacher and the students remain in the same classroom all day and the teacher conducts 50% of instruction in Spanish and 50% in English. These programs promote bilingual and bicultural literacy. Both EPs and ELLs receive rigorous instruction and experienced teachers ensure the linguistic and cognitive/academic success of each child through ongoing collaboration among students, parents, and staff.

b. All DL students follow the same curriculum as required for all students in the school. The core curriculum includes daily instruction in literacy and math (using the research-based and Common Core aligned programs Wilson's Foundations (in grades K-2), ReadyGen and Go Math) and other content area subjects (Social Studies and Science). In addition, ELLs are participating in Fast ForWord. A reading program they log onto daily to help build foundational reading skills and foster cognitive development.

c. In first and second grade, a 50/50 side-by-side model is used, so language of instruction is separated by teacher and classroom and all subjects are taught in both languages. In Kindergarten and third grade, a self contained model is used. Teacher and students remain in the same classroom. The language is switched every other day, so all subjects are taught in both languages.

d. A 50/50 side-by-side model is used in grades 1 and 2. A self contained model is used in Kindergarten and 3rd grade.

e. Literacy in the child's native language and target language is taught simultaneously. In K-2, both teachers follow a phonics program (Estrellita in Spanish and Foundations in English) in the language of instruction.

C. Professional Development and Support for School Staff

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

1 and 2. The teachers' professional development plan includes participation in professional conferences and workshops offered through the NYCDOE Office of English Language Learners (OELL). These professional training opportunities address effective ways of stimulating literacy, math and content area language development in the second language of both English and Spanish dominant students. As a result, English speakers will develop English language competency in speaking, listening, reading and writing without compromising academic performance by their involvement in a DL program. Likewise, the ELLs will develop high levels of speaking, listening, reading and writing ability in their native language without foregoing its development as they accelerate their English language development.

3. The parent coordinator and the bilingual guidance counselor provide all parents and students the necessary information about middle schools' requirements and placement. These staff members help ELL students make the proper school choice as they transition from elementary to middle school. In addition, the ELLs in 5th grade that are moving to a middle school the following year participate in the 5th Grade Academy. Six weeks prior to graduation, classroom teachers become content specialists and classes move from teacher to teacher throughout the day in the way they would in a middle school. In this way, ELLs experience a new schedule in an environment in which they feel comfortable.

4. On staff development days, the bilingual coordinator and/or ESL teacher, members of RBE-RN, and the NYCDOE OELL provide numerous ELL workshops and over professional development. All classroom teachers receive instructional support in ESL methodology. Attendance is taken and records are kept in the teachers' files.

D. Parental Involvement

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

1 and 2: Parent involvement in our school is a key component of our yearly planning. School orientations are provided for parents of newly registered ELLs by the Parent and the Bilingual Coordinators to provide them with information about the DL and ESL programs at PS 73. Parents are informed of program descriptions, instructional requirements, and school expectations through an orientation video, parent guides and other literature in the parents' home languages.

As required under CR Part 154, parents of newly enrolled ELLs are also invited in the fall and spring semesters to Parent-Teacher conferences to discuss student performance. Information shared with parents of ELLs includes: the Language Allocation Policy; the NYSESLAT, ELA, Math and the Science state tests; testing exemptions, modifications and accommodations for ELLs; and the grade promotional policy. All meetings are translated for parents in Spanish and other languages when a translator is available.

Recognizing that the parents of ELL students face their own challenges in transitioning and adapting to a new culture and school system coupled with their own need to build confidence and capacity to support their children in school, we constantly build on our parent involvement activities. Parents are invited to participate in monthly PTA meetings and workshops. Other parental activities include holiday celebrations, school assemblies, and graduation ceremonies.

3. Parental needs are evaluated through formal interviews and informal conversations during parent-teacher conferences, workshops, school events, and PTA meetings. Staff and the administration make every effort possible to answer any questions and concerns that parents may have. Parents provide valuable information about their children, their background, strengths and weaknesses, behavior and academic work as well as their socio-economic situation. We work closely with them, for instance, when we have to make referrals for different services based on the students' needs.

4. Because parents are essential members of our school community, parental involvement activities always address their needs. We work closely with them to monitor student academic progress and ELL students' development of English language proficiency.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 09x073 School Name: PS73X

Cluster: 4 Network: 21

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

Part A: Needs Assessment Findings

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

PS73X determines the primary language spoken by the parent of each student based on the Home Language Identification Survey (HLIS) and orientation meetings provided to new entrants to assess whether the parent requires language assistance to communicate with the school. This information is then entered into the ATS system by the Pupil Personnel Secretary that day. We generate RHLA and RPOB to determine the languages of our parent body as per the Chancellor's Regulation A-663. The demographic analysis shows the proportion of Limited English Proficient Population eligible in the services population as of October 2013.

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

The demographic analysis of our Limited English Proficient Population is as follows: Spanish 167, Bambara 5, French 4, Afrikaans 1, Arabic 1, Fulani 1 and Sonique 1. We have identified school staff that can speak to our Spanish, French, and Arabic parents. Our Community Based Organization is available to provide translations for all our language needs. The Parent Coordinator is available to contact the Translation & Interpretation Unit of the NYCDOE as the need arises. Our findings are reported to the community through PTA meetings, newsletters, announcements in the general office and our official school documents.

Part B: Strategies and Activities

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

All written communication including, but not limited to, our monthly calendar, PTA meeting minutes, report cards, written notices, correspondence and progress reports are provided in both English and Spanish. The parents who speak low incidence languages are also proficient in English. Our community based organizations, volunteers and in-house school staff are available for language translations.

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

All oral interpretation takes place with our in-house staff. They include administration, teachers, secretaries, school aides and parents. There is a concentrated effort being made to address language needs of our community. We have reached out to our community based organizations for our West African community as the need arises. We also use online translation programs to assist us when needed.

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

PS73X is diligent in following the guidelines of Chancellor's Regulation A-633. We have established a Translation and Interpretation plan with an internal resource for accessing written translation and oral interpretation services comprised of a full time staff. The plan ensures that parents are provided with a meaningful opportunity to participate in and have access to programs and services critical to their child's education in the language spoken at home.

2013-14 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #44](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 25.

Part A: School Information	
Name of School: PS73	DBN: 09X073
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 141
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 6
of certified ESL/Bilingual teachers: 6
of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Currently 179 of the school's 878 students (20.39% of the students body) have been identified as English Language Learners (ELL's). 54% of the 179 (97 students) are taking the ELA test. Of those 97 students, 14% (25 students) have been here for one year. Our goal is to improve teaching and learning in core subject areas for ELLs and to implement a strong student support to help them meet the AMAO 1 and 2 status for the school year 2013-2014 and to help them perform at city and state level.

Our performance data in ELA shows that our ELL population in grades 3, 4 and 5 are mostly performing in Levels 1 and 2. They need to work on their academic language skills in both languages, along with test taking strategies. Therefore, teachers are focusing on academic vocabulary development, and reading comprehension and writing skills during classroom instruction. Additionally, the NYSESLAT data shows that our ELL population in grades K through 5 needs to work on listening and speaking skills. In addition, the LAB-R Spanish and TCRWP Spanish tell us that many new arrivals have academic deficiencies in their first language. We have 9 SIFE students, who are largely non readers, so extra support will be given to them.

PS 73 has planned an after school academy for language instruction to support those students' needs. The primary goal of this program is to amplify the literacy, mathematical, and cognitive/academic skills of all ELLs by incorporating recognized and research based ESL instructional strategies across content subject areas so they can perform at city and state grade levels. ESL strategies include but are not limited to: scaffolding, TPR, song and chants, graphic organizers, (i.e. tables, story maps), modeling and retelling, sequencing, CAFE assessment system strategies, and accountable talk. ELL students will work with challenging and authentic activities that meet their unique learning styles and participate in special events that recognize the diversity of their cultural backgrounds. Additionally, native language instruction will be supported to enhance the ELLs' first language.

The program will commence in December 2013 and go through March 2014. 112 students are eligible to participate in the after school program. The language proficiency levels are as follows:

3rd grade (40 ELLs total): 12 beginner, 16 intermediate, 12 advanced

4th grade (37 ELLs total): 11 beginner, 19 intermediate, 7 advanced

5th grade (35 total): 9 beginner, 10 intermediate, 16 advanced

Part B: Direct Instruction Supplemental Program Information

The program will be Mondays and Tuesdays from 3:15 to 5:15pm, an average of 4 hours a week. There will be 24 instructional sessions (100 hours total). Six certified bilingual or ESL teachers will conduct the classes from 3:15 to 5:15 pm. One supervisor will be assigned to monitor teachers' instruction and support teacher development and helping with identifying teaching strategies. The supervisor has extensive training in state mandates for ELLs and has been exposed to the curriculum and regulations of the ELLs that will be transferred to the teachers in order to move the students academically.

Materials being implemented include Destination Learning, Time For Kids, Attanasio (NYSESLAT), and a variety of traditional and contemporary literature from Scholastic, book bins, leveled books for classrooms both in English and their native languages.

The teachers assigned to the program will have dual licenses, English and Spanish, as well as many years of experience working with ELLs.

?????

Part C: Professional Development

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

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

Begin description here: Professional development for teachers of ELLs focuses on teacher planning of academic and linguistic objectives in all subject areas. Instructional planning of native language arts is designed to strengthen the basic listening, speaking, writing and reading skills in alignment with native language arts standards and core curriculum. There will be ongoing articulation between classroom and Academy teachers to effectively support ELL students in achieving English language proficiency so they can attain the same standards established for all students across the grades. This communication plan helps to inform Academy instruction for each grade level aligned with the core curriculum.

In order to improve teaching and learning in the core subject areas for ELL's, a series of monthly workshops will be developed. The Network, ESL teachers and administrative staff will provide workshops and individual assistance to all the staff working with ELLs on the methodology and strategies of teaching ESL. The presentations include such themes as "The ELL student" and "Using ESL/ELL Strategies – Scaffolding Language Scaffolding Learning, Native Language Instruction." A study group is also being formed to read and discuss the CAFE Assessment System.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here: Parental needs are evaluated through formal interviews and informal conversations during parent teacher conferences, workshops, school events, and PTA meetings. Staff and the administration make every effort possible to answer any questions and concerns that parents may have. Parents provide valuable information about their children, their background, strengths and weaknesses, behavior and academic work as well as their socio-economic situation. We work closely with them, for instance, when we have to make referrals for different services based on the students' needs. Based on that evaluation, PS 73X has a parent program in place for the year 2013 – 2014. One of the goals is to assist parents of ELLS by offering comprehensive community services. We have a partnership with different community organizations such as SCAN, 'Change for Kids' and 'The Bronx Museum of Arts'. They provide academic services as well as services in legal, housing, child abuse, domestic violence, and other social areas. They also provide information in how to use the available resources in the community.

PS 73X provides parent workshops that are designed to inform parents about their children's academic and social growth, and also of their rights and to enable them to assist their children in their academic and social growth. The on-site coaches, the school social worker, invited speakers and the Parent Coordinator provide the presentations. The workshops are conducted in English and Spanish. The presentations include such themes as "The Parent Connection: Available Programs for our English Language Learners", Common Core Curriculum, Dual Language, TC Reading and Writing Program, Special Education Reform, and "Helping your child develop critical thinking skills".

Parents are notified of this activities by mail, emails, flyers and parent brochures in parents' language of choice as indicated on the Home Language Identification Survey.

Part E: Budget

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

Allocation Amount: \$23960

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$7,309	6 ESL or Bilingual certified teachers will teach ELLs after school twice a week for a total of 4 hours a week.

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$23960

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Purchased services <ul style="list-style-type: none">High quality staff and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">Must be supplemental.Additional curricula, instructional materials.Must be clearly listed.	\$15,450	Attanasio NYSESLAT and Beyond books were ordered for all participating grades in order to facilitate ESL instruction and NYSESLAT preparation.
Educational Software (Object Code 199)	\$1200	
Travel		
Other		
TOTAL	\$23,959	