

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: I.S. 73 FRANK SANSIVIERI INTERMEDIATE SCHOOL
DBN (i.e. 01M001): 24Q073
Principal: MR. MICHAEL CASALE
Principal Email: MCASALE@SCHOOLS.NYC.GOV
Superintendent: MADELENE CHAN
Network Leader: PETRINA PALAZZO, CFN 606

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
Michael Casale	*Principal or Designee	
Catherine Varvaro	*UFT Chapter Leader or Designee	
Joanne Berger	*PA/PTA President or Designated Co-President	
Geraldine Caruana	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Paula T. Corsi	Member/ Chairperson/CSA	
<i>Tania Arana</i>	Member/ Parent	
<i>Michele Cinnamo</i>	Member/ Parent	
<i>Sheila Chan</i>	Member/ Parent	
<i>Elvia Pelaez Cadena</i>	Member/ Parent	
<i>Raymond Yau</i>	Member/ Parent	
<i>Adriana Celis</i>	Member/ UFT	
<i>Marlena Kelly</i>	Member/ UFT	
	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.

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

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 2015, 20% of teachers will show growth on component 3C (Engaging Students in Learning) of the Advance Framework for Teaching, as measured by the formal and informal 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.

According to New York State Education Department, the Advance Framework for Teaching and new teacher evaluation and development system have been implemented to ensure that effective teaching practices are utilized in all schools. Based on student performance on the 2014 NYS ELA and Mathematics exams, it is essential that there is an appropriate alignment to Danielson Framework, in order to address the academic needs. Engaging Student in Learning will have a significant impact on students' overall performance.

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

- The Advance Framework for Teaching (research-based rubric) will be used for developing all teachers.
- Teachers will be provided with professional development on the Advance Framework.
- A schedule for conducting teacher observations and providing immediate effective feedback, using the research-based rubric, will be followed by the instructional cabinet throughout the course of the school year.
- Post observation conferences (between teachers and assistant principals) will take place after each observation is conducted; this will provide feedback as well as facilitate discussions.
- The instructional cabinet will focus on the development and implementation of a coherent PD plan for teachers that integrates the selected components of a research-based rubric. Data obtained from *Teach Boost* software will be utilized to make informed decisions regarding areas of improvement.
- **Standards Based Instructional Leadership Team** (comprised of teachers from all content areas and administrators) will focus on some of the components of the Advance Framework to provide clarity and clear expectations for all teachers.

Professional Development

- Department and Academy Professional Development Sessions are provided four times per month and focus on aspects of instructional practices and how they apply to the Advance Framework for Teaching.
- Our Network CFN 606 provides professional development opportunities regarding CCLS and The Advance Framework for Teaching scheduled during the school year, which support the instructional initiatives of the school. Follow up training will continue throughout the year.

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

- Principal
- Assistant Principals
- Instructional Lead Teachers from each of our content areas
- TeachBoost software will be utilized to assess and monitor teacher's performance within each of Danielson's Domains.

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

Target Populations: All Teachers

Evaluation Process:

- September/October/November 2014: Observation Cycle 1 will be completed by administrators.
 - December 2014 - January 2015: Observation Cycle 2 will be completed by administrators.
 - February-March 2015: Observation Cycle 3 will be completed by administrators.
 - April-May 2015: Observation Cycle 4 will be completed by administrators.
- After each observation cycle, data collected from each observation will be assessed (with TeachBoost) to identify instructional areas of need as well to plan and develop next steps for professional development.

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

- Ongoing from September 2014 to June 2015
- Supervisory staff will monitor and assess administration of action plans after each observation cycle.

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

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

1. **Department & Academy Meetings** – Professional development is provided once a week for teachers within the same content area (department) to discuss department goals, instructional practices and student performance trends. Professional development is also provided once a month for teachers (cross content areas) within the same academy to discuss academy goals and initiatives, as well as discuss student performance trends for the students that each group of different content area teacher teaches. This time is used to gain qualitative data through deeper understanding of collective perspectives and by collegial conversations with teachers.
2. **Weekly Teacher Team Meetings (Department & Academy Teams)** - Weekly teacher team meetings allows teachers, within the same content area and same grade level, to meet together to plan and discuss the curriculum as well as effective instructional strategies by using data (i.e. analyzing student work, pre & post unit assessments). This occurs three times a month. Once a month, teacher teams are reorganized into academy teams. Teachers (of different content areas) within the same academy and who have the same students, meet together to discuss student progress and next steps. Students who have been targeted for the inquiry student are also part of the focus of discussion.
3. **Weekly Standards Based Instructional Leadership Team Meetings** -The members (teachers from all content areas) of the Standards Based Instructional Leadership Team (SBILT) meet weekly to focus on issues, content, and processes consistent with where we are on the continuum of implementing standards-based instruction. The team sets school goals as well as collect, analyze and monitor student performance results.
4. **Bi-weekly Cabinet Meetings** - The Cabinet Team (principal and assistant principals) meets twice a week to discuss school data, assess and evaluate instructional programs, and plan next steps for building the capacity of teachers to better meet the needs of their students.
5. **Administrative Support Meetings for New Teacher Evaluation Protocols**
 - a. Initial Planning Conferences – Teachers will choose their observation cycle option and identify professional goals connected to the Danielson Framework that they would like to be developed and discuss a plan for attainment.
6. **Announced Formal Observation Pre and Post Conferences** – Teachers have the opportunity to discuss the questions from the Pre Observation Conference Form, choose a date and period for the formal observation, submit their formal lesson plan and be able to articulate their plan for implementation of the lesson. They will also be able to discuss their reflections after the lesson has been administered.
7. **New Teacher & New Administrator Support** – New teachers will meet with a consultant from Brienza Associates to receive feedback on current teaching practices and further develop their understanding of the Advance Framework for Teaching rubric. Weekly differentiated professional development will be provided by I.S. 73 administration and staff during Department and Academy meetings based on individual teacher needs including classroom management and the Advance Framework for Teaching. New administrators will be provided professional development by consultants from Association for Supervision and Curriculum Development (ASCD) and Brienza Associates and will participate in walkthroughs to norm evaluation observations and feedback. Additional support will be provided weekly in a one-on-one meeting with the principal and during weekly meetings with an administrator mentor.

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).

I.S 73's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community.

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

- Providing materials and training to help parents work with their general education children to improve their instructional achievement levels in English Language Arts.
- Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the English Language Arts Curriculum
- Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their general education child's progress in English Language Arts by providing assistance to parents in understanding English Language Arts Common Core State Standards by facilitating conversations centered around the units of study.
- Providing Professional development workshops for parents on the use of Engrade as a data tracking tool so that parents can be informed about student progress in ELA throughout the year.
- Utilizing Student Goal Sheets to reflect on progress with unit skills. These goal sheets are signed by parents of students in English Language Arts, Science and Social Studies classrooms and parents are encouraged to engage in reciprocal conversations about expectations and home-school support.
- Providing CAP- Parent Workshop on Internet Safety and Bullying
- Providing materials and clarification to the School Leadership Team (SLT) with regards to The Advance Framework for Teaching and how teachers are addressing in their lessons. In addition, aspects of the Advance System to record the observation cycle results are discussed.
- Providing Parent Workshops:
 - Engrade Parent Account workshops
 - Orientation For Parents of New Entrants for ELL Students
 - High School Orientation (English & Spanish).
 - Title III ESL weekly classes for parents of ELLs
 - Nutrition and Health from Cornell University weekly workshops (8 week series workshop)
 - Utilizing the School Library as a Resource (December)
 - What is the NYSESSLAT Exam and What Does it Mean for ELLs?
 - "Guiding Good Choices" (Drug and Alcohol Awareness) CAP Program - Five morning and evening sessions from December 2014 through January 2015; and March 2015 through June 2015.
 - Mylibrarynyc.com Workshop - New Book Lending Program throughout NYC
 - Monthly meetings for parents of ELLs

IS 73 will further encourage school level parental involvement by:

- holding an annual Title I Parent Curriculum Conference such as Back to School Night
- hosting educational family events/activities during Open School Week and throughout the school year
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council
- establishing a Parent Resource Center or lending library; instructional materials for parents located in room 117
- hosting events that support school initiatives during Parents Association meetings
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress in English Language Arts

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

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.

As a Title I School Wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, and Chapter 57 SQR Funds to implement this action plan from Sept. 2014 - June 2015.

Goal and Action Plan #2

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 2015, there will be a 3% decrease of ELL students that scored a Level 1 on the 2014 NYS ELA exam as measured by the 2015 NYS ELA exam..

Comprehensive Needs Assessment

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

Our school's accountability status for the 2014-15 school year is "Good Standing." According to our school's performance on the 2014 NYS ELA exam, 69% of ELL students are achieving a Level 1. Ensuring continued academic progress for all students in ELA is of the utmost importance, therefore, continuing to accelerate the student progress in ELA is a high priority goal.

Instructional Strategies/Activities

Describe the research-based 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

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

- Balanced literacy workshop model
- Leveled Classroom Libraries
- Small Group Instruction: Including Guided Reading and Writing
- Data-driven whole-class and small-group instruction
- Infused test preparation into the curriculum
- Classroom Differentiation: students' academic needs are addressed during the work period by either being assigned different work period tasks that are aligned to their academic level or by providing all students the same work period task, but providing scaffolds to certain groups of students as a means of helping them complete the task.
- Newsela.com- a website designed to build awareness and background knowledge for current issues in the news tailored to students' readiness levels
- Student Goal Sheets (Reading) – Students establish individualized unit goals based on a skill or standard that is assessed by the pre unit assessment. Students will focus on meeting the established goal during the unit of study, by utilizing different strategies and practices taught by the ELA teacher.
- Student Goal Sheets (Writing) – Students work with teachers to establish quarterly goals with a focus on strategies to develop writing skills, craft and organization.
- Common Core State Standards - aligned units of study that incorporate opportunities for students to read and analyze informational texts and write opinions and arguments in response.
- CCLS, DOK and rigorous habits of mind are implemented during the units of study in alignment with Advance Framework components 3b - Questioning - Promoting Higher Order Thinking and 3c- Engaging Students in Learning.
- Initial, Interim, and End Unit Tasks are aligned with CCLS and incorporate literacy skills to assess progress throughout the units.
- ESL Teachers develop and use language objectives to support ESL students in meeting curriculum objectives
- ESL Teachers use SIOP Model lesson plans to support ESL and content objectives
- Science and Social Studies teachers will apply specific instructional practices and will be provided with professional development opportunities that focus on:
 - Driving whole-class and small-group instruction using data.
 - Student Goal Sheets – Similar to what is done in ELA, students establish individualized unit goals based on a skill or standard that is assessed by the pre unit content area assessment. Students will focus on meeting the established goal during the unit of study.
 - Students grouped according to their academic/instructional abilities as well as literacy skills.
 - Classroom Differentiation: students' academic needs are addressed during the work period by either being assigned different work period tasks that are aligned to their academic level or by providing all students the same work period task, but providing scaffolds to certain groups of students as a means of helping them complete the task.

- Common Core State Standards – aligned units of study that incorporate opportunities for students to read and analyze informational texts and write opinions and arguments in response.
- CCLS, DOK and rigorous habits of mind are being implemented during the units of study in alignment with Advance Framework components 3b - Questioning - Promoting Higher Order Thinking and 3c- Engaging Students in Learning.
- Initial, Interim, and End Unit Tasks are aligned with CCLS and incorporate literacy skills to assess progress throughout the units.

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

These assessments include:

- Teacher created assignments and projects.
- Student work folders and portfolios.
- Exit Cards are often used at the closing of lessons to assess students understanding of the concept that was taught. This data is used to group students and plan for further differentiation.
- ELA teachers maintain a T.A.N (**Teacher's Assessment Notebook**). Science teachers maintain a **Science Assessment Notebook (S.A.N)**. Social studies teachers maintain the **Social Studies Assessment Notebook (S.S.A.N)**. These assessment notebooks are used to diagnose and document student needs as well as prescribe appropriate intervention strategies throughout the school year.
- **Prosper Assessment System - Pre & Post Unit Assessments** (aligned to state standards) in ELA, science and social studies are used to differentiate instruction based on the state standards as well as skills. These assessments provide data regarding student growth within each unit as well as throughout the course of the school year. Due to the alignment to state exams, pre and post unit assessments provide evidence of how students are performing in relation to the standards.
- **ELA Benchmark Assessment (2x)** in ELA are also used to differentiate instruction based on the learning standards.

Professional Development

- Professional development sessions as well as teacher teams focus on using various data sources (i.e. Pre and Post Unit Assessments, student work, etc.) to make informed decisions regarding the instructional approaches that are used in each classroom.
- ELA Assistant Principal provides additional opportunities during workshops/planning sessions scheduled at various times throughout the school year. These workshops are aligned with our school's professional development plan.
- ELA Assistant Principal as well as assistant principals of science and social studies provide professional development opportunities regarding CCLS and DOK.
- Professional Development is provided by consultants from Association for Supervision and Curriculum Development (ASCD) and Brienza Associates for differentiation, use of data, scaffolds, and Universal Design for Learning (UDL). Lead content area teachers and administrators facilitate in-house professional development workshops that are specific to the departmental goals, including the use of Academic Databases, as well as deepening and developing the work in differentiation, use of data, scaffolds, and Universal Design for Learning (UDL).
- In addition to the Literacy Coach, we have instructional leads in ELA to work directly with the Assistant Principal and teachers to work on curriculum development and writing (i.e. units writing tasks, unit curriculum maps, develop pre/post unit tests and rubrics). The ELA coach provides additional opportunities during workshops/planning sessions scheduled at various times throughout the school year. These workshops are aligned with our school's professional development plan.
- Our Network CFN 606 provides professional development opportunities regarding CCLS, and The Advance Framework for Teaching, including questioning, discussion and assessment (should this be more specific to the impact on ELLs??) scheduled during the school year, which support the instructional initiatives of the school. Follow up training will continue throughout the year.
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Academic Intervention Services

Tier 1 & 2 AIS intervention will support level one ELA students in many aspects. First, ELA classes are programmed in literacy blocks of 90 minutes. Tier 1 interventions are provided during the 90 minute block by utilizing differentiated instruction as well as student-teacher conferences, which are based on ongoing assessment of our students' needs. Student assignments are scaffolded/differentiated by level and questions, designed with teacher understanding of Bloom's Taxonomy and Depth of Knowledge. Tiered activities incorporate rigorous tasks that challenge highest achievers.

Tier 2 AIS intervention will be provided as an additional intervention strategy for those targeted students through Achieve 3000. Students receive standards-aligned nonfiction reading/writing assignments. The Web-based assignments are interactive and provide teachers with ongoing management reports and diagnostic data that enable individualized intervention based on a given student's needs.

Title III

- Additional early morning and after school programs are offered to meet the specific needs of ELL students (who are level one ELA) through Title III.

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

- Principal
- Assistant Principals
- Literacy coach
- ESL teachers
- AIS teachers
- All Content Area Teachers

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

Target Populations: Current students that scored a Level 1 on the 2014 NYS ELA Exam

Evaluation Process:

- September/October 2014: All students are given the NYC Baseline exam to determine initial comprehension levels.
- CCLS Aligned Benchmark Assessments will be administered during the Fall and Spring.
- Pre and Post Unit assessments in ELA will be analyzed at the end of each unit to track and monitor students' progress throughout the year.
- June 2015- NYS ELA Exam will determine if goal was met.

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

- Ongoing from September 2014 to June 2015
- Supervisory staff will monitor and assess administration of action plans, and progress toward the goal in December 2014, February 2015, April 2015, and June 2015.

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

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

- **Department & Academy Meetings** – Professional development is provided once a week for teachers within the same content area (department) to discuss department goals, instructional practices and student performance trends. Professional development is also provided once a month for teachers (cross content areas) within the same academy to discuss academy goals and initiatives, as well as discuss student performance trends for the students that each group of different content area teacher teaches. This time is used to gain qualitative data through deeper understanding of collective perspectives and by collegial conversations with teachers.
- **Weekly Teacher Team Meetings (Department & Academy Teams)** - Weekly teacher team meetings allows teachers, within the same content area and same grade level, to meet together to plan and discuss the curriculum as well as effective instructional strategies by using data (i.e. analyzing student work, pre & post

unit assessments). This occurs three times a month. Once a month, teacher teams are reorganized into academy teams. Teachers (of different content areas) within the same academy and who have the same students, meet together to discuss student progress and next steps. Students who have been targeted for the inquiry study are also part of the focus of discussion

- **Weekly Core Data Inquiry Team Meetings** - The Core Data Inquiry Team meets once a week to track targeted student progress, discuss long and short-term goals, as well as use gathered data to discuss implications for instruction on a school-wide level.
- **Weekly Literacy Team Meetings** – Literacy Coach and Instructional Lead literacy teachers collaborate with the ELA Assistant Principal to create professional development sessions so that curricula are rigorous and aligned to state standards. These planning sessions are based on analyzing student trends (formal and informal assessments) that occur throughout the school year.
- **Bi-weekly Cabinet Meetings** - The Cabinet Team (principal and assistant principals) meets twice a week to discuss school data, assess and evaluate instructional programs, and plan next steps for building the capacity of teachers to better meet the needs of their students.

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).

I.S 73's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community.

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

- Providing materials and training to help parents work with their general education children to improve their instructional achievement levels in English Language Arts.
- Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the English Language Arts Curriculum
- Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their general education child's progress in English Language Arts by providing assistance to parents in understanding English Language Arts Common Core State Standards by facilitating conversations centered around the units of study.
- Providing Professional development workshops for parents on the use of Engrade as a data tracking tool so that parents can be informed about student progress in ELA.
- Utilizing Student Goal Sheets to reflect on progress with unit skills. These goal sheets are signed by parents of students in English Language Arts, Science and Social Studies classrooms and parents are encouraged to engage in reciprocal conversations about expectations and home-school support.
- Providing CAP- Parent Workshop on Internet Safety and Bullying
- Providing Parent Workshops:
 - Engrade Parent Account workshops
 - Orientation For Parents of New Entrants for ELL Students
 - High School Orientation (English & Spanish).
 - Title III ESL weekly classes for parents of ELLs
 - Nutrition and Health from Cornell University weekly workshops (8 week series workshop)
 - Utilizing the School Library as a Resource (December)
 - What is the NYSESLAT Exam and What Does it Mean for ELLs?
 - "Guiding Good Choices" (Drug and Alcohol Awareness) CAP Program - Five morning and evening sessions from December 2014 through January 2015; and March 2015 through June 2015.
 - Mylibrarnyc.com Workshop - New Book Lending Program throughout NYC
 - Monthly meetings for parents of ELLs

IS 73 will further encourage school level parental involvement by:

- holding an annual Title I Parent Curriculum Conference such as Back to School Night
- hosting educational family events/activities during Open School Week and throughout the school year
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council
- establishing a Parent Resource Center or lending library; instructional materials for parents located in room 117
- hosting events that support school initiatives during Parents Association meetings
- providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress in English Language Arts

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

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.

As a Title I School Wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, and Chapter 57 SQR Funds to implement this action plan from Sept. 2014 - June 2015

Goal and Action Plan #3

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 2015, there will be a 3% decrease of SWDs that scored a Level 1 on the 2014 NYS ELA exam as measured by the 2015 NYS ELA exam.

Comprehensive Needs Assessment

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

Our school's accountability status for the 2014-15 school year is "Good Standing." According to our school's performance on the 2014 NYS ELA exam, 68.5% of SWDs are achieving a level 1 and 33% are achieving a level 2. Ensuring continued academic progress for all students in ELA is of the utmost importance, therefore, continuing to accelerate the student progress in ELA is a high priority goal.

Instructional Strategies/Activities

Describe the research-based 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

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

- Balanced literacy workshop model
- Leveled Classroom Libraries
- Small Group Instruction: Including Guided Reading and Writing
- Data-driven whole-class and small-group instruction
- Infused test preparation into the curriculum
- Classroom Differentiation: students' academic needs are addressed during the work period by either being assigned different work period tasks that are aligned to their academic level or by providing all students the same work period task, but providing scaffolds to certain groups of students as a means of helping them complete the task.
- Newsela.com- a website designed to build awareness and background knowledge for current issues in the news tailored to students' readiness levels
- Student Goal Sheets (Reading) – Students establish individualized unit goals based on a skill or standard that is assessed by the pre unit assessment. Students will focus on meeting the established goal during the unit of study, by utilizing different strategies and practices taught by the ELA teacher.
- Student Goal Sheets (Writing) – Students work with teachers to establish quarterly goals with a focus on strategies to develop writing skills, craft and organization.
- Common Core State Standards - aligned units of study that incorporate opportunities for students to read and analyze informational texts and write opinions and arguments in response.
- CCLS, DOK and rigorous habits of mind are implemented during the units of study in alignment with Advance Framework components 3b - Questioning - Promoting Higher Order Thinking and 3c- Engaging Students in Learning.
- Initial, Interim, and End Unit Tasks are aligned with CCLS and incorporate literacy skills to assess progress throughout the units.
- Special Education Teachers develop and use language objectives to support Students with Disabilities in meeting curriculum objectives
- Special Education Teachers scaffold lesson plans to support Students with Disabilities and content objectives
- Science and Social Studies teachers will apply specific instructional practices and will be provided with professional development opportunities that focus on:
 - Driving whole-class and small-group instruction using data.
 - Student Goal Sheets – Similar to what is done in ELA, students establish individualized unit goals based on a skill or standard that is assessed by the pre unit content area assessment. Students will focus on meeting the established goal during the unit of study.
 - Students grouped according to their academic/instructional abilities as well as literacy skills.
 - Classroom Differentiation: students' academic needs are addressed during the work period by either being assigned different work period tasks that are aligned to their academic level or by providing all students the same work period task, but providing scaffolds to certain groups of students as a means of helping them complete the task.

- Common Core State Standards – aligned units of study that incorporate opportunities for students to read and analyze informational texts and write opinions and arguments in response.
- CCLS, DOK and rigorous habits of mind are being implemented during the units of study in alignment with Advance Framework components 3b - Questioning - Promoting Higher Order Thinking and 3c- Engaging Students in Learning.
- Initial, Interim, and End Unit Tasks are aligned with CCLS and incorporate literacy skills to assess progress throughout the units.

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

These assessments include:

- Teacher created assignments and projects.
- Student work folders and portfolios.
- Exit Cards are often used at the closing of lessons to assess students understanding of the concept that was taught. This data is used to group students and plan for further differentiation.
- ELA teachers maintain a T.A.N (**Teacher's Assessment Notebook**). Science teachers maintain a **Science Assessment Notebook (S.A.N)**. Social studies teachers maintain the **Social Studies Assessment Notebook (S.S.A.N)**. These assessment notebooks are used to diagnose and document student needs as well as prescribe appropriate intervention strategies throughout the school year.
- **Prosper Assessment System - Pre & Post Unit Assessments** (aligned to state standards) in ELA, science and social studies are used to differentiate instruction based on the state standards as well as skills. These assessments provide data regarding student growth within each unit as well as throughout the course of the school year. Due to the alignment to state exams, pre and post unit assessments provide evidence of how students are performing in relation to the standards.
- **ELA Benchmark Assessment (2x)** in ELA are also used to differentiate instruction based on the learning standards.

Professional Development

- Professional development sessions as well as teacher teams focus on using various data sources (i.e. Pre and Post Unit Assessments, student work, etc.) to make informed decisions regarding the instructional approaches that are used in each classroom.
- ELA Assistant Principal provides additional opportunities during workshops/planning sessions scheduled at various times throughout the school year. These workshops are aligned with our school's professional development plan.
- ELA Assistant Principal as well as assistant principals of science and social studies provide professional development opportunities regarding CCLS and DOK.
- Professional Development is provided by consultants from Association for Supervision and Curriculum Development (ASCD) and Brienza Associates for differentiation, use of data, scaffolds, and Universal Design for Learning (UDL). Lead content area teachers and administrators facilitate in-house professional development workshops that are specific to the departmental goals, including the use of Academic Databases, as well as deepening and developing the work in differentiation, use of data, scaffolds, and Universal Design for Learning (UDL).
- In addition to the Literacy Coach, we have instructional leads in ELA to work directly with the Assistant Principal and teachers to work on curriculum development and writing (i.e. units writing tasks, unit curriculum maps, develop pre/post unit tests and rubrics). The ELA coach provides additional opportunities during workshops/planning sessions scheduled at various times throughout the school year. These workshops are aligned with our school's professional development plan.
- Our Network CFN 606 provides professional development opportunities regarding CCLS, and The Advance Framework for Teaching, including questioning, discussion and assessment , scheduled during the school year, which support the instructional initiatives of the school. Follow up training will continue throughout the year.
-

Academic Intervention Services

Tier 1 & 2 AIS intervention will support level one ELA students in many aspects. First, ELA classes are programmed in literacy blocks of 90 minutes. Tier 1 interventions are provided during the 90 minute block by utilizing differentiated instruction as well as student-teacher conferences, which are based on ongoing assessment of our students' needs. Student assignments are scaffolded/differentiated by level and questions, designed with teacher understanding of Bloom's Taxonomy and Depth of Knowledge. Tiered activities incorporate rigorous tasks that challenge highest achievers.

Tier 2 AIS intervention will be provided as an additional intervention strategy for those targeted students through Achieve 3000. Students receive standards-aligned nonfiction reading/writing assignments. The Web-based assignments are interactive and provide teachers with ongoing management reports and diagnostic data that enable individualized intervention based on a given student's needs.

Title III

- Additional early morning and after school programs are offered to meet the specific needs of ELL students (who are level one ELA) through Title III.

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

- Principal
- Assistant Principals
- Literacy coach
- Special Education teachers
- AIS teachers
- All Content Area Teachers

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

Target Populations: Current students that scored a Level 1 on the 2014 NYS ELA Exam

Evaluation Process:

- September/October 2014: All students are given the NYC ELA pre-assessment exam to determine initial comprehension levels.
- CCLS Aligned Benchmark Assessments will be administered during the Fall and Spring.
- Pre and Post Unit assessments in ELA will be analyzed at the end of each unit to track and monitor students progress throughout the year.
- June 2015- NYS ELA Exam will determine if goal was met.

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

- Ongoing from September 2014 to June 2015
- Supervisory staff will monitor and assess administration of action plans, and progress toward the goal in December 2014, February 2015, April 2015, and June 2015.

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

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

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

within the same academy and who have the same students, meet together to discuss student progress and next steps. Students who have been targeted for the inquiry study are also part of the focus of discussion

- **Weekly Core Data Inquiry Team Meetings** - The Core Data Inquiry Team meets once a week to track targeted student progress, discuss long and short-term goals, as well as use gathered data to discuss implications for instruction on a school-wide level.
- **Weekly Literacy Team Meetings** – Literacy Coach and Instructional Lead literacy teachers collaborate with the ELA Assistant Principal to create professional development sessions so that curricula are rigorous and aligned to state standards. These planning sessions are based on analyzing student trends (formal and informal assessments) that occur throughout the school year.
- **Bi-weekly Cabinet Meetings** - The Cabinet Team (principal and assistant principals) meets twice a week to discuss school data, assess and evaluate instructional programs, and plan next steps for building the capacity of teachers to better meet the needs of their students.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parental 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).

I.S 73's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community.

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

- Providing materials and training to help parents work with their general education children to improve their instructional achievement levels in English Language Arts.
- Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the English Language Arts Curriculum
- Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their general education child's progress in English Language Arts by providing assistance to parents in understanding English Language Arts Common Core State Standards by facilitating conversations centered around the units of study.
- Providing Professional development workshops for parents on the use of Engrade as a data tracking tool so that parents can be informed about student progress in ELA.
- Utilizing Student Goal Sheets to reflect on progress with unit skills. These goal sheets are signed by parents of students in English Language Arts, Science and Social Studies classrooms and parents are encouraged to engage in reciprocal conversations about expectations and home-school support.
- Providing CAP- Parent Workshop on Internet Safety and Bullying
- Providing Parent Workshops:
 - Engrade Parent Account workshops
 - Orientation For Parents of New Entrants for ELL Students
 - High School Orientation (English & Spanish).
 - Title III ESL weekly classes for parents of ELLs
 - Nutrition and Health from Cornell University weekly workshops (8 week series workshop)
 - Utilizing the School Library as a Resource (December)
 - What is the NYSESLAT Exam and What Does it Mean for ELLs?
 - "Guiding Good Choices" (Drug and Alcohol Awareness) CAP Program - Five morning and evening sessions from December 2014 through January 2015; and March 2015 through June 2015.
 - Mylibrarynyc.com Workshop - New Book Lending Program throughout NYC
 - Monthly meetings for parents of ELLs

IS 73 will further encourage school level parental involvement by:

- holding an annual Title I Parent Curriculum Conference such as Back to School Night
- hosting educational family events/activities during Open School Week and throughout the school year
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council
- establishing a Parent Resource Center or lending library; instructional materials for parents located in room 117
- hosting events that support school initiatives during Parents Association meetings
- providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress in English Language Arts

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

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.

As a Title I School Wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, and Chapter 57 SQR Funds to implement this action plan from Sept. 2014 - June 2015

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	<ul style="list-style-type: none"> • Tier 1* (1894 students) • Tier 2 (92 Student) • Achieve 3000 Intervention (368 students) • Enrichment-Socratic Method (86 students) • Enrichment – (227 students) 	<ul style="list-style-type: none"> • Small Group • One to One • One to One • Small Group • Small Group 	<ul style="list-style-type: none"> • During school day in classroom • During the school day • After school hours • During school day in classroom • During school day in classroom
Mathematics	<ul style="list-style-type: none"> • Tier 1* (1894 students) • Tier 2 (360 students) 	<ul style="list-style-type: none"> • Small Group • Small Group 	<ul style="list-style-type: none"> • During school day in classroom • During school day
Science	<ul style="list-style-type: none"> • Tier 1* (1894 students) • Tier 2 (87 Students) 	<ul style="list-style-type: none"> • One to One • Small Group 	<ul style="list-style-type: none"> • During school day • During school day in classroom
Social Studies	<ul style="list-style-type: none"> • Tier 1* (1894) • Social Studies Literacy Enrichment (197 students) 	<ul style="list-style-type: none"> • Small Group • Small Group 	<ul style="list-style-type: none"> • During school day in classroom • During school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • Counseling (25 students) provided by Academy Guidance Counselor 	<ul style="list-style-type: none"> • One to one 	<ul style="list-style-type: none"> • During the school day

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

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.

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

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

- Frequent communication with our Network HR Director when vacancies occur
- Our administrative staff regularly participates in hiring fairs
- Participating in Central Hiring Fair events where pre-screened HQT candidates are interviewed and recruited.
- Establishing a partnership with Queens College Secondary Education Dept. in supporting the grooming of student teachers for in search of the finest level of teaching performance.
- Interviewing HQT candidates from The Open Market Hiring System and The Absent Teacher Reserve (ATR) Pool
- Establishing a rigorous interview protocol that includes intensive criteria for the selection of new staff members including demonstration lessons, interviews, and New York State certification/licensing.
- Instruction by highly qualified staff will take a data-driven approach to improving teaching practice through the use of a formative rubric so that teachers' especially new teachers can be provided with professional development support and/or a teacher mentor to improve student performance.
- Teachers will be assessed in their instructional pedagogy through periodic walkthroughs that provide teachers with timely feedback that enables them to become highly effective teachers.
- Maintaining a teacher resource center and professional library supported by English Language Arts Assistant Principals to promote promising and effective practices.
- Engage teachers in focused professional study groups based on current professional literature to support implementation of best practices such as the teaching reading and writing in the Social Studies and Science.
- Teachers will be provided with curriculum maps, instructional resources and professional learning resources from ASCD (PD in Focus and special training sessions with a consultant).
- Individualized PD plans are created for teachers to ensure continued improvement. Targeted teachers attend specific workshops designed by CFN 606 network content specialists to ensure effective teaching.
- Monthly New Teacher Meetings to discuss certain topics that assist with instructional expectations of school as well as administrative functions.

In the very rare event, if a teacher's status was deemed not HQT, the principal would consult with the network Human Resources Director for guidance to ensure that the non-HQT teacher will meet all required documentation and assessment deadlines. This may include some form of counseling including encouraging the teacher to become HQT by applying through the High Objective Uniform State Standard of Evaluation (HOUSSE) system.

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).

Our school developed a comprehensive professional development plan that addresses CCLS, Danielson and our instructional focus and school-wide goals. Professional development opportunities are also differentiated based on the needs of groups of teachers and individual teachers. Our high quality professional development will include but not be limited to the following:

- **Department Meetings** – Professional development is provided once a week for teachers within the same content

area (department) to discuss department goals, instructional practices and student performance trends.

- **Academy Meetings** - Professional development is also provided once a month for teachers (cross content areas) within the same academy to discuss academy goals and initiatives, as well as discuss student performance trends for the students that each group of different content area teacher teaches. This time is used to gain qualitative data through deeper understanding of collective perspectives and by collegial conversations with teachers.
- **The Principal will facilitate Bi-weekly Cabinet Meetings** - The Cabinet Team (principal and assistant principals) meets twice a week to discuss school data, assess and evaluate instructional programs, and plan next steps for building the capacity of teachers to better meet the needs of their students.
- Professional Development is provided by consultants from Association for Supervision and Curriculum Development (ASCD) and Brienza Associates for differentiation, use of data, scaffolds, and Universal Design for Learning (UDL). Lead content area teachers and administrators facilitate in-house professional development workshops that are specific to the departmental goals, including the use of Academic Databases, as well as deepening and developing the work in differentiation, use of data, scaffolds, and Universal Design for Learning (UDL).
- Our Network CFN 606 provides professional development opportunities regarding CCLS and The Advance Framework for Teaching scheduled during the school year, which support the instructional initiatives of the school. Follow up training will continue throughout the year.
- **School Based Instructional Leadership Team (SBILT)** meetings will:
 - Analyze student data (NYS ELA Exam) and identify a target population.
 - Understand and adjust support systems for target population.
 - Analyze classroom-level student work, in relation to the skill of focus.
 - Review student performance/achievement outcomes.
 - Conduct assessment item analysis and develop additional diagnostic assessments as needed.
 - Analyze and compare curricular materials.
 - Research and implement teaching practices for target population.
 - Assist with professional development offerings.
 - Create a plan for communicating findings with staff, generating buy-in, and developing capacity for improved instructional practice.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

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

- The Respect for All Program will be a continued focus at IS 73, in the 2014-2015 school year. We are furthering the development of our Student Leadership Team to enable all students, including general education students, to become empowered ELA learners.
- In addition to the above mentioned collaborations I.S. 73 has developed a partnership with Maspeth Town Hall. Maspeth Town Hall, now in its seventh year, is an after school program (2:20 pm - 5:00 pm) that is housed within I.S. 73 and offers a variety of structured activities at the school as well as in outside community affiliated centers.
- IS73's Builder's Club is a community service after-school volunteer program for students. Students participate in various community projects throughout the year (i.e., Coupon Collection for local senior facility, Toys for Tots through funding from Kiwanis Club, St. Jude's Children's Hospital, and Pennies for Patients)
- Academy Attendance Coordinators work with the Academy Team Assistant Principal, Guidance Counselor and Dean to monitor weekly attendance rates and communicate with parents and students to keep promoting student attendance.
- Providing Parent Workshops:
 - Engrade Parent Account workshops
 - Orientation For Parents of New Entrants for ELL Students
 - High School Orientation (English & Spanish).
 - Title III ESL weekly classes for parents of ELLs
 - Nutrition and Health from Cornell University weekly workshops (8 week series workshop)
 - Utilizing the School Library as a Resource (December)
 - What is the NYSESSLAT Exam and What Does it Mean for ELLs?

- “Guiding Good Choices” (Drug and Alcohol Awareness) CAP Program - Five morning and evening sessions from December 2014 through January 2015; and March 2015 through June 2015.
- Mylibrarynyc.com Workshop - New Book Lending Program throughout NYC
- Monthly meetings for parents of ELLs

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

DBN: 24Q073

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$788,835.96	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal	\$33,704.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$9,481,836.00	X	See action plan

¹Explanation/Background:

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

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.).

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.

MOSL Selection Process: A committee of eight staff members was created to ensure that alignment between state and locally selected measures was obtained. The principal selected four members (teachers and administrators) and the UFT chapter leader selected the other four members. The committee met during the beginning of the school year to identify areas of student academic needs as well as review professional development that staff members from each content area attended that would support student improvement on state assessments. Follow up meetings addressed disseminating information to all staff members as well as deciding on the specific measures of learning for each department of teachers.

Teacher Team Meetings – Teachers within the same grade level and content area, during weekly team meetings, discuss the development and revision of pre and post assessments as well as initial, interim, and final writing pieces within each unit of study. After analyzing student performance trends on these assessments, teacher input is utilized to make changes to future assessments as well as to instructional practices being implemented in the classroom.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore,

I.S 73 [in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act], is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. I.S 73's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. I.S 73 will support parents and families of Title I students by:

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

I.S 73 Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the I.S 73's Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, I.S 73 will:

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

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

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

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

¹ PLEASE NOTE THAT ONLY NEW YORK CITY PUBLIC SCHOOLS THAT HAVE ATTAINED A STUDENT POPULATION OF TWO-HUNDRED (200) OR MORE WILL RECEIVE FUNDING TO HIRE A PARENT COORDINATOR.

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

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

School Responsibilities:

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

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

Support home-school relationships and improve communication by:

- conducting two parent-teacher conferences in which the individual child's achievement will be discussed as well as how this Compact is related
- convening a Title I Parent Annual Meeting (prior to December 1st of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved
- arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular meeting
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year
- School Website www.is73.org
- Signature of student goal sheets in each of the major content areas.
- Online Gradebook showing student achievement and progress on Engrade.com

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities
- planning activities for parents during the school year (e.g., Open School Week)
- Using the school website at www.is73.org (E-Chalk)

- Online Gradebook showing student achievement and progress on Engrade.com

Provide general support to parents by:

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

Parent/Guardian Responsibilities:

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

Student Responsibilities:

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

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by SLT on December 11, 2014.

This Parent Involvement Policy was updated on December 12, 2014.

The final version of this document will be distributed to the school community on January 6, 2015 and will be available on file in the Parent Coordinator's office.

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

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 24	Borough Queens	School Number 073
School Name Frank Sansivieri Intermediate School 73Q		

B. Language Allocation Policy Team Composition [i](#) 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 Camillo V. Turriciano	Assistant Principal Gail Elefther-Jerez
Coach Elizabeth Johnson, ELA	Coach Paula Corsi, Math
ESL Teacher Lisa Peña-Humes, ESL	Guidance Counselor Robert Guidice
Teacher/Subject Area Jocelyn Strategakos, ESL	Parent Jo Ann Berger, PTA president
Teacher/Subject Area Katherien Duque, Soc. Stu.	Parent Coordinator Daisy Rangel
Related Service Provider Adriana Celis, Teacher of SWD	Other Ellen Andriello, AP
Network Leader(Only if working with the LAP team) type here	Other Marissa Guerriero, Science

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.	6	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	2	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	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1738	Total number of ELLs	280	ELLs as share of total student population (%)	16.11%
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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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>							0	0	0					0
Dual Language <small>(50%:50%)</small>							0	0	0					0
Freestanding ESL														
Push-In							3	1	2					6
Discrete ESL class							4	5	4					13
Total	0	0	0	0	0	0	7	6	6	0	0	0	0	19

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	280	Newcomers (ELLs receiving service 0-3 years)	120	ELL Students with Disabilities	83
SIFE	8	ELLs receiving service 4-6 years	105	Long-Term (completed 6+ years)	55

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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	120	7		105	1		55			280

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	120	7	0	105	1	0	55	0	0	280
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0													

*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	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							82	58	49					189
Chinese							16	17	16					49
Russian														0
Bengali							3	3	6					12
Urdu								1	1					2
Arabic							1	3	4					8
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							5	9	6					20
TOTAL	0	0	0	0	0	0	107	91	82	0	0	0	0	280

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)							13	20	21					54
Intermediate(I)							26	15	22					63
Advanced (A)							68	56	39					163
Total	0	0	0	0	0	0	107	91	82	0	0	0	0	280

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	59	25	6	1	91
7	65	7	1		73
8	50	2			52
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									0
4									0
5									0
6	62		25		6		5		98
7	42		34		8		6		90
8	49		10		5		2		66
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
8	12		46		11		1		70

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
For each unit of study in all content ESL classes, students are given pre and post tests to assess their proficiency regarding specific literacy skills that are addressed within the unit of study. Scantron's Prosper Assessment System is utilized to create reports that analyze student results on their proficiency with specific skills. This data is utilized by teachers as well as the school's instructional teams

to determine next steps in addressing the academic needs of students. The insight the data provide us is the trends across specific grade levels regarding vocabulary development and literacy skills. The data we attain give us insight on how our ELLs are progressing in comparison to the general education population, which helps us determine the achievement gap between the two subgroups. These data provide teachers with information regarding the instructional needs of their students and how to address them. Additionally, the data provide administrators with information regarding how to address instructional practices within the school building to support ELLs.

In addition, we continue to utilize Achieve 3000. ELLs who are programmed for AIS services will receive 2 - 5 extra periods of Achieve 3000 during those classes. This program provides us with the students' lexile levels so that we may use that data as a tool to analyze text difficulty and match it to student ability in reading. This year, we will be administering the ELL Interim Assessment and its scores will inform our ELL instruction. Both of these will assist teachers in gathering the type of data that will help them create activities students can successfully complete, as well as engage them at their level.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

NYSESLAT 2012	Beginner 2013 Exam	Intermediate 2013 Exam	Advanced 2013 Exam	Proficient 2013 Exam
No Score (57 students)	22	12	18	5
Beginner (22 students)	9	8	4	1
Intermediate (58 students)	5	12	35	6
Advanced (116 students)	0	6	57	53
Total	36 (students)	38 (students)	114 (students)	65 (students)

The data shows that, out of 57 ELLs who were new or came to us without a score on the 2012 NYSESLAT, 22 became beginners, 12 became intermediate, 18 became advanced, and 5 became proficient. In 2012, we had a total of 22 beginners. 9 of these students remained as beginners after taking the 2013 NYSESLAT. 8 students became intermediate. 4 students became advanced. 1 student became proficient. On the 2012 exam, we had a total of 58 students that were intermediate. After taking the 2013 exam, 5 students became beginners, 12 became intermediates, 35 became advanced, and 6 became proficient. Among the 116 advanced students in 2012, 6 students became intermediate, 57 students became advanced, and 53 students became proficient in 2013. In general, across proficiency levels, our school showed significant growth, especially considering the format changes in the 2013 examination.

2012 %Beginner	2013 % Beginner	2012 % Intermediate	2013% Intermediate	2012 % Advance	2013 % Advanced
31.2%	14.2%	22.9%	15%	45.8%	45%

The data table above indicates the growth in student proficiency levels throughout the school. According to the data, the school's beginner population was at 31.2%. After taking the 2013 NYSESLAT, there was a 17% decrease in the number of beginner students (from 31.2% in 2012 to 14.2% in 2013) in the school. The percentage of students that were intermediate also decreased by 7.9%. Although the percentage of students that were advanced remained the same from 2012 to 2013, the data indicates that this number is based on the number of beginner and intermediate students increasing in proficiency levels. The results from the assessment also indicated that 25.6% of our students became proficient.

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 [AMAQ tool](#))

The RNMR is not available as of September 30, 2013.

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 - As evidenced by the data, in grade 6, 12% of the ELLs are beginners. On the 2013 NYSESLAT, 22% of our seventh grade students are beginners which includes the large amount of newly enrolled admits from the 2012-2013 school year. Additionally, 26% of our eighth grade students are beginners because we also had an influx of newly enrolled admits in 2012-2013 school year. Twenty Six percent of our current seventh graders went up at least one proficiency level; and 43% of our current eighth graders increased within the same advanced level. Sixty four percent of our current sixth graders are scoring at an advanced proficiency level; and 62% of our seventh graders are scoring at an advanced proficiency level and our 48% of our current eighth grade students are scoring at an advanced proficiency level.

b. The ELL Periodic assessment will be administered to all ELLs. The data will be used to assess student literacy skills as well as to determine next steps in addressing our ELL population. This data will be distributed to the teachers of ELLs across the content areas. The teachers will use this information to drive instruction, to group students properly, to differentiate instruction and work time activities, to plan targeted conferences, and to recommend students for AIS services in ESL.

c. The data used from the periodic assessment will help the school determine progress that is being made as well as determine the type of support that will be given to students and teachers. When applicable, native language support will be given in classrooms (i.e. translation glossaries, translated texts, etc.) to assist them with their daily instruction.

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](#).)

We are a middle school. The following academic interventions for ELLs are in place at our school:

1. AIS program--Achieve 3000 program for extra services for ELLs
2. Newcomer program

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

When planning our units, we build in appropriate vocabulary and language scaffolds based upon continued tracking by teachers.

We also suggest methods of chunking more complicated materials into easier more manageable units to make them more comprehensible to ELLs. We address appropriate questioning techniques to assist ELLs with comprehension. We incorporate Marzano principles into our lessons, and we are using the Kinsella Vocabulary Toolkit 1.

When a child needs reinforcement, we pair him/her with a student who speaks the same home language. This uses the native language to help ELLs build confidence and become more comfortable in the classroom setting.

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?

We do not have a dual language program.

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

All four major content areas administer pre and post unit assessments, unit writing tasks, and other formative assessments. Teachers as well as the school's instructional team analyze student results and compare them to the progress made by students who are not ELLs. The school uses the following assessments to inform instruction: Pre/Post Test utilizing Prosper Assessment, Achieve 3000 benchmark assessments, and the Pearson ELL Assessments. The data from these assessments provides the school community with the ability to track and monitor ELL students' progress throughout the year. Periodic benchmark assessments are also utilized at various times during the school year to track progress and to determine the instructional next steps that need to be taken to ensure that the ELLs are making adequate yearly progress. At the conclusion of the school year, the NYS Accountability Report informs the school community whether or not the school has made AYP.

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](#).)

When we get a new admit into the New York City school system at our school, the first step taken is an interview with the parent conducted by a licensed pedagogue, e. g., a guidance counselor or the ELL coordinator, who bear a pedagogical licenses. The guidance counselor has basic Spanish and the ELL Coordinator is completely fluent in Spanish. This can be done through an interpreter, if the interviewer is not fluent in the family's native language. We utilize pedagogues and paras from our staff who are fluent in the following languages: American Sign Language, Arabic, Burmese, Bengali, Hindi, Urdu, Chinese, Greek, Gujarati, Punjabi, Italian, Polish, and Romanian. During this interview, we investigate the extent of schooling in the native country or in another state other than New York, as well as proficiency in English and/or in the student's native language if applicable. The HLIS

form is completed by the parent or guardian with the assistance of the guidance counselor or ELL Coordinator. Either person reads the questions and explains them to the parent or legal guardian if need be. If the HLIS reveals that the new admit is not an ELL, then that student completes registration with the secretary and school counselor. If the HLIS reveals that the student is an ELL, then we assess English skills by interviewing the student and having him/her write a few sentences in English, if he or she has the capacity. We use this to help determine placement in addition to the LAB-R examination. Once we enter a home language on the HLIS, the student is placed in an appropriate class and administered the LAB-R exam by the ELL coordinator or an appropriately trained ESL teacher. This is completed well within the ten-day time limit the state requires. If the student passes the LAB-R, he/she is then moved to a general education class and the parent is notified, usually through a call from the guidance counselor. The student is also informed by the academy guidance counselor. Additionally, those students whose native language is Spanish are administered the Spanish LAB examination in a timely manner.

All ELLs are evaluated annually through the administration of the NYSESLAT Examination. This includes the SWD ELL population.

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.

We conduct parent orientations in two ways:

- If the parents choose to watch the video on the admission date, we discuss the programs and show the video when they come into the building to enroll their children.

The parent coordinator's office is set up with computers at the ready for the exclusive purpose of viewing the orientation video.

They are afforded the opportunity to ask questions, then they complete the Survey and Selection Form .

- We run parent orientation meetings periodically with the help of the parent coordinator and several staffers who serve as translators. These meetings are facilitated by the ELL Coordinator, who is a licensed pedagogue. They are done in the same manner as above. After completing the orientation and LAB-R examinations, the ELL coordinator enters the required information on the ELPC in ATS.

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

In addition, we have our parent coordinator and translators reach out to parents through telephone contact. The state requires that placement of ELLs must occur within ten days, and parent orientation occurs within this framework. If we have difficulty reaching the parents of new ELLs to invite them to the orientation meetings, we send written communication in the vernacular language of the home (entitlement/invitation letters). All this is done within the constraints of the ten-day compliance rule and is ongoing, throughout the entire school year. We adhere strictly the state requirements.

At these meetings, each program is explained thoroughly, first through use of the video. Then, clarification is provided and questions answered. Parents then complete the program selection survey based upon the information we've provided. The three programs are as follows:

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

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

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

3. 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 [\[see tool kit\]](#).)

At the beginning of each school year, the ELL Coordinator uses the RLAT to decide which students receive the continued entitlement letters. The RESI file from ATS is then used to double check the language in which the letter will be given to the student. We keep a binder in the ESL assistant principal's office entitled "Program Selection Form", "Entitlement", and "Continued Entitlement." This binder has subsections for all of the classes in the building and each class section has a roster in alphabetical order. The names of our ELLs are highlighted in yellow. We then make copies of all the letters that get distributed and save them in this binder. All six

ESL teachers receive copies of the continued entitlement letters to distribute to their students. All teachers understand the importance of this letter and take an active role in collecting them back. As the students return the signed letters to the teachers, teachers bring the letters back to the ESL assistant principal's office where we remove the copy from the binder and put in the original signed by the parent and check off the highlighted name. The ELL Coordinator, along with the ESL teachers, calls parents to ensure that the letters come back. As previously mentioned, we ensure that letters are returned by taking advantage of any school event that delivers parents to the building. We have also instituted a policy whereby a student's first quarter report card is pulled and retained by us until we get the letters back from the parents. We do this by forwarding a list of names to the assistant principal of the appropriate academy so the parents can be notified.

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.
- As described above, we have an interview process that we conduct when a student is first brought into the building. Three of our four guidance counselors are Spanish-speaking, as is our ELL coordinator. The fourth guidance counselor is conversational in Spanish. For interviews in Chinese, our IEP coordinator assists us.
- We also have two additional teachers and one paraprofessional who act as Chinese interpreters. We have two paraprofessionals who help us with Arabic. In question 1, we have specified the interpretation languages that are available to us. After the LAB-R is administered and hand scored, we double-check our initial placement of the student. If we decide that a class change would benefit the student, we will transfer the student and have the guidance counselor contact the parent to inform him/her.
- In addition, we send a placement letter to parents of new ELLs after administering the LAB-R. Those letters are stored in the binder as well, by class. We have outlined the procedure above for handling the Continuation Letters. We distribute them at the very beginning of the school year, through the ESL teachers, who then collect them for us, and forward them for storage by class in an organized binder. When letters are not returned, we hold report cards, phone parents, and visit classrooms to speak to students who have not returned letters. We keep very careful records of letters returned and letters not returned, so we know the names of students whose letters are missing.
- We check BESIS records in ATS for those students who come to us from other schools in order to see if a student was enrolled in a TBE program in the past. If so, we speak to the parent. Most of the time, the parent asks to sign the child out of TBE, since he/she may already be speaking English well, and they prefer immersions in English. However, if a parent still wants a bilingual program, he/she signs a letter that states this explicitly if there is no Program Selection Form in the cumulative folder. We then explain to the parent that we have started a running waiting list for this program, since we do not have enough parental interest in it at the present time. If we get enough students whose parents request that program, we will open a class, and they will then be notified and will be given the option to change.

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.
- To ensure that all of our ELLs are administered the NYSESLAT, we use different ATS reports such as the RLAT, RESI, and ELPC to make sure we have the right names. The RLAT lets us know which students, based on last year's NYSESLAT, we should still test because they have not reached proficiency. This report also lets us know which is their current class in case there have been any interclass transfers. The RESI is then sorted based on our ELLs. This file, however, usually does not have our newcomers because the information from ELPC does not automatically transfer to the RESI immediately. The ELPC is then checked for all the newcomers into the country for the current year. All of this information is then used to create our testing program and schedule. We scrupulously track absences each day of testing, utilizing the daily attendance log from ATS. If a student misses a modality, we will call the home to ensure the student's attendance the following day. Since the test is given in the morning on three consecutive days, we begin make up exams in the afternoon of the second testing day. We follow the same procedure on each subsequent day until we have tested all ELLs. When a student has missed multiple modalities, we will get the academy team involved in parent outreach to ensure that all sections are administered.

The pedagogues who administer the NYSESLAT are: Jocelyn Strategakos, Lisa Peña-Humes, Kimberly Carlson, Linda Marziotto, Kassiani Sideris, Roslind Burgreen, Marlena Kelly, Jacqueline Erickson, Barbara Barnable, Brenda Bredes, Melissa Adler, Terri Plaut and Hermilia Sardelis.

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. 
- Overall, the parents have preferred to have their children immersed in English. Surprisingly, they tend to choose independent ESL programs. We describe in detail the support system in place here to help their children gain proficiency in English (enrichment periods with their ESL teachers, AIS, Title III, small group instruction, Achieve 3000, Vocabulary Toolkit, Rosetta Stone, etc.). The numbers support the program we have in the building. Last year, there were three new sixth graders who requested a BL Spanish program. Of those three, one parent signed a withdrawal letter after the school year was underway. In grade seven, one parent

chose DL; the home language was tagalog. Two more parents chose a BL program; the home languages were Bengali and Tagalog. In the eighth grade, one parent chose BL Chinese. The previous year, there were some students who had been enrolled in bilingual programs in the past (elementary school). Their parents had signed them out of the program. That amounted to thirteen students all together: grade six: four Spanish, one Chinese, grade seven: three Spanish, one Chinese, grade eight: four Spanish. This information was gleaned from their BESIS histories. These figures support the trend of diminishing parental interest in bilingual programs.

We have kept a running list of any student who selects a BL program and have informed parents that we do not have enough enrollment at that time to open a class. They are informed that their names are being placed on a waiting list. In the interim, we inform them of any BL programs we are aware of that are in schools nearby.

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])?

At Intermediate School 73, we hold all our ELLs to very high standards. We expect that our ELLs will grow each year, and we adjust our methodologies for them, but not our curricula. They are given the same materials and curriculum as all the students at their current grade level. Our school has budgeted money for special vocabulary programs, computer programs like Rosetta Stone and Achieve 3000, and new novels and classroom libraries. ELL programs are fully tracked to monitor their growth and focus on the skills that need reinforcement. We do this by means of pre and post tests, portfolios, reader's notebook and 25 book campaign, writer's notebook, ELL Interim Assessment, Work Time Data Tracking Sheet, student-conceived unit goal sheets, grouping and regrouping ELLs based upon data, and ESL teacher-made language objectives geared specifically for ELLs. Conferencing is done on an ongoing basis to assess student comprehension and hone specific unit skills. Conferences and all other means above inform our instruction of ELLs. Our ELA coach creates and adapts rubrics for ELLs, and the same consideration is applied across the content areas. Rubrics are analyzed at common planning sessions and department meetings to ensure their practicality for the ELL population.

As previously stated, we have a very collaborative atmosphere at IS73. Each department has a common planning session each week and we have a school-wide data-driven inquiry team which includes a panel of teachers from every department along

with the principal. Academy inquiry team meetings take place once each month and all teachers have a chance to collaborate on the data presented by the school team and compare it to their own data.

Teachers are trained to utilize all new computer programs, and they are being trained to align their instruction with the Common Core Learning Standards. Whenever OELL offers special training programs for teachers of ELLs, we avail ourselves of their offerings.

We invite parents to the school on a regular basis, as stated in the parental involvement section of this document.

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

Our self-contained special education classes are departmentalized as follows: two special education teachers share content area instruction--one teaches science and math, while the other teaches ELA and social studies. Our ESL teachers push in to ELA or social studies wherever the program allows. For others, we do have minimal pull-out classes as the program permits. This year, we are servicing all ELLs, including SWDs, either through the push-in model or block programming. A total of four students are programmed to receive some of their ESL services through pull-out classes in order to comply with CR Pt. 154 and the Language Allocation Policy.

-- Push-In Model:

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

--Freestanding Model:

Our freestanding ELL classes are grouped in several ways: we have both heterogeneously and homogeneously grouped block programmed classes. They are programmed together for all subjects, such as Social Studies, Math, Science, Gym, and Technology. Some of our ELL groups are being serviced through the push-in model and are taught collaboratively. We have minimal pullout ESL classes for our SWD ELL population, or for students in heterogeneously grouped classes whose mandates necessitate additional services. This is done in order to comply with CR Pt. 154 regulations. All ELLs are expected to meet the NYS ESL Learning Standards, as well as to approach Standards for the common core subjects. Students are serviced by certified ESL teachers for the ESL periods, based upon their level of English language proficiency, and by certified content area teachers for all others. This program is designed to help beginner and intermediate ELLs improve their skills in the four modalities: speaking, listening, reading, and writing. The Workshop Model of instruction is used for all subjects with such strategies as paired reading, read-aloud, re-telling, graphic organizers, journals, and literature circles. All content area teachers, not just ESL teachers, are tiering their work time activities to meet individual student needs. Through these strategies, teachers can focus on student understanding of content areas and linguistic structures. Emphasis on academic language helps ELLs succeed across content areas.

2. 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)?

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

is tailored to adhere to state mandates for ESL services.

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.

Content Delivery of Instruction for ELLs:

All ELA classes for ELLs are taught by licensed ELA teachers and all ELLs receive their mandated ESL periods with licensed ESL teachers. All ELA teachers have been trained to use ELL strategies for their ESL students as well as their transitional students. Scaffolded lessons are used daily to ensure academic growth. Specific strategies used in our ELA classes are: chunking of texts, color-coding texts for easier navigation of complex texts and increased comprehension. ELA and ESL teachers also target and scaffold vocabulary instruction, use double entry journals, mind mirrors, and anticipatory guides. Additionally, discussion prompts and various levels of questioning are implemented to effectively engage students in collaborative discussions. ESL teachers are implementing the use of language objectives which are aligned to skills and content objectives for the ELA units of study. These language objectives are designed to enable English Language Learners to choose language which expresses ideas precisely and concisely. Additionally, we have begun to use Quick Response (QR) codes based on the current unit of study to provide students with background information they'll need to make progress and succeed in the general education curriculum. These QR codes are also used to enrich and strengthen their current understanding of vocabulary and concepts. Furthermore, our teachers have received continuous professional development by ASCD instructors in the areas of differentiated instruction and scaffolding vocabulary. Practices learned in professional development are then implemented in the classroom.

Mathematics:

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

Instructional Strategies and Grade Level Materials Utilized: Mathematics

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

Mathematics Materials that are utilized within the ELL population are:

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

Social Studies:

Social Studies teachers will apply specific instructional practices to their ELL students and will be provided with professional development opportunities that focus on:

- Driving whole-class and small-group instruction using data from Prosper assessments to understand the needs of ELL students
- Students are grouped according to their academic/instructional abilities as well as literacy skills.
- Classroom Differentiation: ELL students' academic needs are addressed during the work period by either being assigned different work period tasks that are aligned to their academic level or by providing all students the same work period task, but providing scaffolds to certain groups of students as a means of helping them complete the task.
- Literacy in Content Areas- Emphasis on ELL instruction in reading and writing skills needed for students to perform complex literacy tasks as well as develop proficiency in reading comprehension. Literacy strategies/techniques such as questioning,

identifying main idea, finding evidence to support a conclusion, and context clues are embedded in unit planning and assessments.

- Teachers in Social Studies use vocabulary strategies, translated glossaries, word-to-word dictionaries, standard dictionaries, and visual aides (i.e., PowerPoint) to provide ELL students with further support. In addition, content area teachers utilize global maps, primary source documents, various lab materials, and activities for hands-on exploration of scientific concepts. There are some books in vernacular languages of our ELLs in each content area classroom.
- Common Core State Standards – aligned units of study that incorporate opportunities for ELL students to read and analyze informational texts and write opinions and arguments in response.
- Initial, Interim, and End Unit Tasks are aligned with CCLS and incorporate literacy skills to assess progress throughout the units.

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

These assessments include:

- Teacher created assignments and projects.
- Student work folders and portfolios.
- Prosper Assessment System - Pre & Post Unit Assessments (aligned to state standards) in ELA, science and social studies are used to differentiate instruction based on the state standards as well as skills. These assessments provide data regarding student growth within each unit as well as throughout the course of the school year. Due to the alignment to state exams, pre and post unit assessments provide evidence of how students are performing in relation to the standards.
- Exit Cards are often used at the closing of lessons to assess students understanding of the concept that was taught. This data is used to group students and plan for further differentiation.
- Social Studies Teachers maintain a Social Studies Assessment Notebook (SSAN). These assessment notebooks are used to diagnose and document student needs as well as prescribe appropriate intervention strategies throughout the school year.
- LAB- R exams which are used to determine student eligibility and placement in ESL services.

Social Studies Materials:

- Grade 6- Eastern Hemisphere: Part A and Part B- (Textbook and Workbook)
- Grade 7- United States History: NY History Beginnings to 1877 (Textbook and Workbook)
- Grade 8- United States History: Post Civil War to Present (Textbook and Workbook)

Science:

In the Science Department, we are constantly faced with the task of how to facilitate understanding of this subject. The subject matter can be technical. However, when we connect a hands-on activity to the learning, the concepts presented often become crystal clear. In addition, we introduce visually dynamic literature and find simple tactile projects that build a framework before the start of each unit.

The Science Department focuses on the skills we need to work on with English Language Learners. We use various strategies to help the students. For example, Listening – teachers speak slowly, distinctly, and write down key terms for the students; Visualization – use graphic organizers, charts, graphs and figures to help further the students' understanding; Interpersonal strategies – teachers have group projects and cooperative learning and partner learners with strong English speakers, and they also have students participate in Think/Pair/Share whenever they can to include practice with English speaking; Encourage participation –teachers build solid structures for learning through consistent routines and rituals, they map out the units by giving them their own unit map, and the teachers relate to the students' prior knowledge and utilize it within the lessons; Laboratory – teachers incorporate many hands-on activities to assist with building knowledge; Demonstrations teachers demonstrate clear, procedural steps in order to participate in hands-on activities, they model laboratory activities and give pictorial guides to complete the tasks; Reading and Writing – teachers use Cloze Reading to increase Science comprehension and have students jigsaw to chunk down further and we are giving students many opportunities to practice writing with initial, interim and final writing pieces in each of the units on each grade; Instruction – teachers have been trained and utilize wait time for students to give them time to process and respond to questions; Vocabulary – teachers use many Language-based science games, picture glossaries and cognates (where science terms are analyzed and identified in many languages), and teachers have the students notify them whenever they recognize a new term that is pronounced or written similarly in their first language, and teachers keep interactive word walls which include pictures.

In the Science Department, we understand that Literature, in all forms, is an easy way to familiarize students with a concept. For

example, if we are studying a unit plants, we assign ESL students books to read for homework, that illustrate some the concepts we are going over in the main class unit. The vocabulary in the assigned books is simpler because we expect the students may have this vocabulary in their native language. We also design comprehension questions for them to answer to the best of their ability at that time. When it comes time for whole-class instruction, visual and tactile teaching aids like: seed packets, branches, flower petals, and assist with the discussion during class. These real objects give ESL students a reference point for learning. They can connect their prior knowledge to a new concept, making the learning more meaningful. We also include Poems and fiction stories which aid students in their understanding of science concepts; the interest level is high because children are naturally curious about the world around them.

Another way we build science vocabulary with our ELL students in a particular unit is to give them easy tactile projects to complete before a unit begins. These activities range from creating a flower and labeling the parts, to seeing how the recycling process works through a cut and paste puzzle with pictures of objects. The different activities make our ESL students feel that learning is amazing. We understand that our ELL students have gaps in their English language vocabulary, so we start at a very basic grade (1-3) vocabulary level and then build from that point with the students.

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

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

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

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

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

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Spanish-speaking ELLs are administered a Spanish LAB Examination upon initial entry. This gives the school some measure of their literacy levels in the native language. Research shows that students who are competent in their native language will learn English faster.
Since we do not have a bilingual program at the moment, we do not administer the ELE and the Chinese Reading Test.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Teachers will track students all year through ELL interim assessments, comparison of the levels on the NYSESLAT with other assessment data, our unit pre and post tests, and data-tracking sheets which the teachers complete based upon language objectives that are aligned to unit skill set.
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).

After giving new students the LAB-R exams, interviewing them, looking up reading scores in ATS if available, we will have a better idea of students' levels of literacy. In recent years, we have purchased special leveled libraries, which are at levels both below and above

the competency levels of these students. Using leveled libraries in the classroom provides students with the flexibility and freedom they need to read books that are on the current level. Many of these libraries are dual language, so that they may have the literature in their native language as well. We have provided SIFE with special newcomer kits, as well as phonics labs to enhance literacy skills. Classroom grouping will provide for differentiation of instruction so that the teacher may focus on the special skills targeted for improvement. All ESL teachers and the majority of content area teachers (4 cohorts) have been trained in Carol Ann Tomlinson's Differentiated Instruction Strategies (under the auspices of ASCD). We have sent several content area teachers to Dr. Robert Marzano's workshop entitled "The Challenge of Academic English: Research-based Instruction for Language and Literacy Development". We are continuing to train content area teachers in reading strategies across content areas, as well as using data to scaffold instruction for our ELA and ESL classes. Continuous professional development is very important at our school as we know this is one of the most crucial ways for teachers improve their instruction.

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

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

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

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

b. Plan for Newcomers

Our newcomer ELLs for this school year get placed in a class whose current students are mostly beginners as determined by the 2013 NYSESLAT scores or by the LAB-R if they came after the 2013 NYSESLAT but before June 28th 2013. These students receive four extra periods of ESL per week. The newcomers that came this year will be provided with a Newcomer's class that will last for six to eight weeks. This class will help them transition academically, emotionally, and culturally. Toward the end of the program and afterwards, these students will receive the Rosetta Stone language program.

We have one class in 6th, 7th, and 8th grade composed of mostly beginners. These classes also get two - four extra periods of ESL per week. We will continue using strategies from our "Step up to Writing" program, which is a multi-sensory approach meant to improve literacy in all four language modalities. We have purchased listening centers in order for students to develop sharper aural/oral skills through listening to stories and conversational English. All newcomer classes have been programmed for academic intervention using "Achieve 3000 to augment skill in the four language modalities. Although we have three classes designated for beginners, we do have students who are here 0 - 3 years and have already achieved scores of "high intermediate" or "advanced" on the NYSESLAT Examination. By analyzing the data we have on these newcomer ELLs, we are tailoring their placement to their individual needs. These students are programmed either in a freestanding ELL class or where applicable, in a general education class receiving push-in ESL services.

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

Our 4 - 6 year ELLs are held to the same rigor as their English-speaking counterparts. However, this year, to support their needs as ELLs who, based upon individual data analysis, still require focused instruction in reading and writing, We will provide them with "Achieve 3000" in order to assist them in developing these skills. Additional literacy support is provided by additional ESL enrichment periods. In two of our AIS periods, students will use Dr. Kinsella's Academic Vocabulary Took Kit I workbook. This workbook focuses on the most commonly used Common Core words and it allows students to practice each word with sufficient time by working individually, with a partner, and then with the whole class.

d. Plan for Long-Term ELLs

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

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

reading and listening skills, and ultimately, writing practice.

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

e. Plan for former ELLs

After students reach proficiency on the NYSESLAT, their schedules change and they get programmed in a general education class for the following school year. Although these students have reached proficiency, we still monitor their progress and make sure that we help them transition by providing them with time and a half on the state assessments and with a glossary in their native language as well. We have found that these modifications have helped our newly proficient students feel confident and transition smoothly. Additionally, for two years, our transitional students receive a translation of terms glossary for English Language Arts, Math, Science, and Social Studies in addition to a regular translation glossary. Students are told that even though they have reached proficiency on the NYSESLAT, they are still provided with support such as the extra time on tests and the glossaries to help them transition. We try, wherever the program permits, to retain proficient students in a class with ELLs. In that manner, they receive the additional support that an ESL teacher can provide. They are afforded the use of the Rosetta Stone program to further develop their vocabulary and spoken skills, they are programmed for Achieve 3000, and they are offered the opportunity to participate in Title III classes. Additionally, they are mandated to stay for the extended day sessions, where they can develop test-taking skills and receive help with homework.

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?

To ensure that all ELL-SWDs whose IEP mandates ESL instruction receive the appropriate program, we begin by checking the RESI file from ATS. This file, when sorted, provides us with information about which ELLs are also receiving special education services. We then check those names on the RLAT to check their English proficiency level. As a team, we make sure that these students receive the appropriate number of ESL periods by programming them into the appropriate class. The majority of our SWD ELLs are being serviced through the push-in model. This supports classroom instruction and allows for special grouping in context of the classroom teacher's regular daily lesson. As of now we only have three students who receive pull-out services, since we try to do the push-in model whenever possible. We also have some of our ESL teachers programmed for small-group instruction. The SWD population is serviced through these periods as well.

In order for the ELL-SWD students to both accelerate their English language development and have access to the appropriate academic content, the teachers provide modifications as mandated by their IEPs. In addition, our Standards-Based Model lesson plan allows the teacher to provide individualized instruction by using data collected during class conferences, pre/post assessments, and classroom observation. For additional support, all ELL-SWD are enrolled in the "Achieve 3000" literacy program, a web-based program that is individualized to each student's level and need. We are also assessing the SWD ELLs through Performance Series to determine their reading proficiency. This data will then be used to provide subsequent support in reading instruction, through a small group session 1-2 times per week. Teachers of ELL-SWDs also provide appropriate scaffolding for vocabulary via the use of student-friendly definitions and illustrations. Teachers will tailor their instructional approach to the needs and level of each student, as well as the mandated of their IEPs. SWD-ELLs will receive one-on-one conferencing and assistance with skills as needed.

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?

In order to meet the diverse needs of the ELL-SWD students, we strive to provide their instruction in the least restrictive environment. We do so by affording all SWD classes a schedule that has them receiving their ESL instruction through push-in classes whose lessons are meticulously planned by BOTH the ESL teacher and their classroom teacher. The two teachers take an active role in these lessons, and each teacher handles his/her own groups for conferencing and work time. In the event that additional services are mandated for specific students, they are pulled out to receive small-group instruction by a licensed ESL teacher. The SWD Department is organized by core subjects of instruction (departmentalized). For example, one SWD provider will cover the ELA/SS subjects and another will cover the Sci./Math subjects. This allows the teacher to provide targeted instruction that takes into consideration each student's mandated modifications and allows for small group and differentiation of instruction. It also incorporates these students into the school population by having them travel to many of their classes. In addition, the SWD receive their "Achieve 3000" instruction in a technology classroom.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

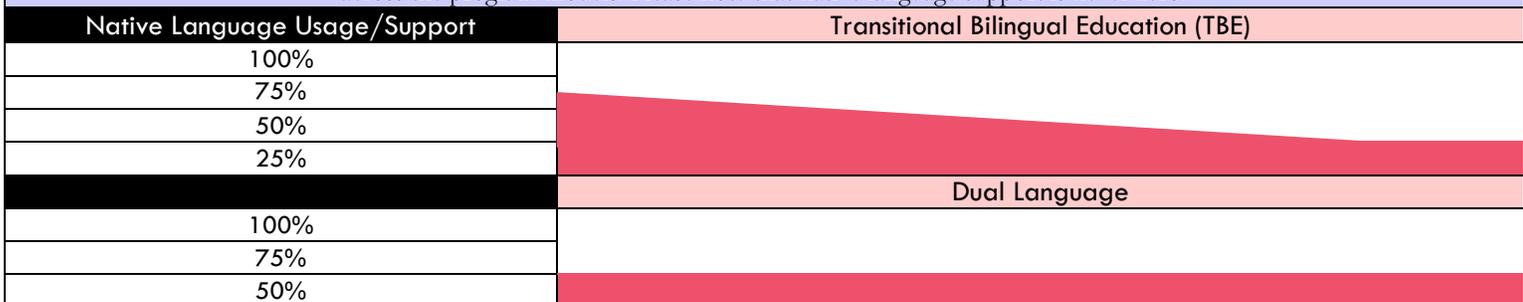
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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.

Our targeted intervention program for ELLs is providing four extra periods in literacy using the "Achieve 3000" program, a web-based, individualized program that is scientifically proven to accelerate reading comprehension, vocabulary, writing proficiency, and performance on high stakes tests. It is matched to each student's individual Lexile level, and utilizes technology to help each student progress in reading and writing proficiency. In addition to Achieve 3000 targeted intervention in ELA and other content areas are groupings with scaffolds, and targeted conferences to address student's specific needs. ELA and Math are programmed in double blocks as an intervention service to allow for a deep study of the subject. Teachers are provided easily-obtained data through the computer. In addition, some ELLs are targeted for an AIS Math program.

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

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

Although some discrepancies exist amongst ELLs and Non ELL students with regards to overall performance on Pre and Post Unit Assessments, ELL students have demonstrated significant growth for each unit assessment. For example, in Unit 1 of the ELA assessment, general education students in grade 6 demonstrated an 8% increase from pre to post assessment. ELL students demonstrated a 4% growth for this same assessment. In Grade 7, our general education students demonstrated a 15% increase in unit 1. Our ELL students demonstrated an 18% growth for this assessment. In grade 8, our general education students demonstrated a 6% increase in unit 1. Our ELL students demonstrated a 10% growth for this assessment. As you can see, the percentage of growth that our ELL students are making is significant when comparing them to the progress being made by our general education population.

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

As a team, we are always looking for ways to introduce and improve programs for our ELLs. This year we are using Quick Response (QR) codes to help our students academically. Our Literacy Coach, along with our ELL Coordinator, provides the teaching staff with QR codes that are linked to different material from the units of study. These QR codes are then shared with the students. Examples of the QR codes include pictures, video, and additional information among other resources. Additionally, a Newcomer Program will be implemented for the duration of about six to eight weeks to provide our newcomers with basic academic, social, and cultural skills. Additionally, last year we piloted Dr. Kinsella's Academic Vocabulary Took Kit I for one of our ELL classes. This year we are extending that program to all of our ELL classes.

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

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

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

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

We also offered our Grade 8 ELLs the opportunity to participate in the specialized high school preparatory course being offered here. Permission slips were sent out to parents on September 25th. The classes are meeting for two-hour sessions per week during the month of October.

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

contingent upon staffing, funding, and the demand of the parents.

Other recreational programs involve our physical education department. Each morning at 7:20 AM, we have a program called "CHAMPS".

This is a morning program in which all students are invited to participate. It is a recreational basketball program, and ELLs receive the communication to parents in their native languages.

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

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

We utilize overhead projectors or ELMOs, and laptop computers in the course of our instruction to create visual aid. These support delivery of lessons, as well as development of special projects. We have leveled libraries as well as native language books, and we have distributed a dictionary to every ELL in the building. Students are also supported through use of word-to-word dictionaries in the classroom and on standardized examinations. We have also purchased listening centers which are available in all ELL classrooms. We use "Achieve 3000" with our ELLs. Additionally, our ELLs with disabilities in 12:1:1 classrooms have been provided with Kindles to increase access to texts in ELA. On the curricular level, the ELA Department has begun creating and using Quick Response Codes on various curriculum documents. These QR Codes are a means of providing access to background information as well as enriching students' experience with the content and concepts presented in ELA.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

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

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

All students receive access to the same curriculum. All text in all content areas are at students grade level. Access and support to the texts and other materials are scaffolded by chunking, filtering vocabulary and guided questioning which are used to increase comprehension.

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.

This year we began to provide our newly enrolled students and their parents with a tour of the school. During the tour, they are explained the breakdown of our four academies and the different assistant principals. Students are shown important places such as the cafeteria and the auditorium. The bell system is explained to them as well as the number of periods in a school day. As previously mentioned, we are starting a Newcomers Program that will help students transition. We intend to continue this program throughout the school year as we get more students where programming permits.

18. What language electives are offered to ELLs?

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

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)?

"Not applicable."

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. All content teachers of ELLs will have ongoing training in differentiated instruction. Many have already been trained in and are using QTEL methodologies. Teachers will also receive training from ASCD instructors in the use of data to create appropriate scaffolds for learners. We are conducting professional development sessions to ensure that current, research-based vocabulary strategies are utilized for our students.

Teachers who share ELL classes will work in teams to plan collaboratively. All content area ELL teachers are trained through planning periods with assistant principals and lead teachers who have been trained in QTEL and differentiated instruction techniques. Our math coach and assistant principals provide training all year long for co-teachers of push-in classes. Two math teachers who teach ELLs and our math coach will avail themselves of OELL-sponsored training entitled: "CCLS Mathematics Institute for Secondary Teachers of ELLs".

Our ESL teachers are subject to professional development sessions that continue for the entire school year. The topics of these sessions are as follows:

- Creating and using language objectives which are aligned to unit tasks and skills in ELA curriculum
- Implementation of Kate Kinsella's Academic Vocabulary Toolkit
- Scaffolding for complex texts and tasks
- Increasing student engagement through speaking and listening

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

The following is a list of previous and future professional development sessions:

1. September 26th- Academic Vocabulary Toolkit- Teaching and Learning High-Use Words for Academic Achievement
2. November 5th - ELL Cultural Sensitivity for Secretaries and Aides
2. November 5th - Supporting Vocabulary Development of ELLs in the Content Areas
3. December 16th- School Wide LAP Training
4. January 13th- Chunking of Complex Texts for ELLs

2. Teachers will receive professional development sessions which address the rigorous demands of the Common Core Learning Standards, in terms of the six shifts. To address academic vocabulary, the staircase of complexity and knowledge in the disciplines, teachers will be presented with sessions to increase the scaffolding of vocabulary for ELLs. In addition, teachers will be presented with professional development sessions on how to approach complex texts with ELLs, using strategies such as chunking and questioning to increase student comprehension.

3. Intermediate School 73 places high priority on helping students become comfortable with changes in their academic lives. Therefore, we have high school fairs in the building from the beginning of the school year through the high school application process. Flyers are sent home in varying native languages to inform the parents of high school fairs both inside and out of our building. Guidance personnel is trained to handle this. In the spring semester, a variety of schools into which our students feed will visit here and special assemblies will be held to orient students. For staff, guidance counselors come into classrooms to explain the whole process of moving to high school. Discussions include teachers so that they may help their students. This is also presented in the auditorium in large group format, and teachers who are free are invited to participate. For those coming to our school from varying elementary schools, we have an informational orientation program for parents and incoming students during the summer. This includes a tour of the building. We have feeder schools visit in the month of June as well. The students come as a "school trip" along with their teachers. They are oriented in the auditorium by guidance personnel and an assistant principal, then escorted around the building. In this manner, they can see what the building looks like when classes are in session. Teachers who have newcomer classes will receive a newcomer syllabus to assist them in orienting students to the school culture and building.

To aid in communication with English Language Learners and their families, our staff has been provided with a list of in-house school personnel who speak various languages represented by our ELL population. That list has been distributed to the entire staff and is available for secretaries, guidance counselors and other staff members in the main office.

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

All secretaries and guidance counselors receive a repeated workshop dealing with handling the intake process to ensure compliance. Guidance counselors are often called upon to assist in the intake process. Secretaries also must understand that the process of admitting students is different for potential ELLs. This training takes place in September. Our pupil personnel secretary attended the OELL-sponsored training entitled: "Secretary Training on ELL-Specific Topics".

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

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

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

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?

Paste response to questions 1-4 here

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

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

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

Wherever necessary, we will utilize the translation services provided by the Department of Education.

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

- a) guiding good choices--a 5-session workshop on drug prevention and strengthening parental relationships with children.
- b) how to read the report card
- c) health issues
- d) promotion standards
- e) high school application process
- f) high school articulation (fairs)
- g) meet the teachers school and curricula orientation night
- h) nutrition
- i) bullying
- j) NYSESLAT orientation for parents of ELLs
- k) program selection orientation for parents of new ELLs

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

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

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

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

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: I.S. 73 Frank Sansivieri**School DBN: 24Q073**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Camillo Turriciano	Principal		11/15/13
Gail Elefther-Jerez	Assistant Principal		11/15/13
Daisy Rangel	Parent Coordinator		11/15/13
Lisa Peña-Humes	ESL Teacher		11/15/13
Jo Ann Berger	Parent		11/15/13
Jocelyn Strategakos, ESL	Teacher/Subject Area		11/15/13
Marisa Guerriero, Science	Teacher/Subject Area		11/15/13
Elizabeth Johnson	Coach		11/15/13
Paula Corsi	Coach		11/15/13
Robert Guidice	Guidance Counselor		11/15/13
	Network Leader		11/15/13
Adriana Celis	Other <u>ELL Coordinator,</u> <u>SWD</u>		11/15/13
Ellen Andriello	Other <u>Assistant Principal</u>		11/15/13
Katherine Duque	Other <u>Social Studies</u>		11/15/13
	Other _____		11/15/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 24Q073 School Name: Frank Sansivieri I. S. 73

Cluster: 6 Network: 606

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

Part A: Needs Assessment Findings

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

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

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

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

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

Parents who require these services by the home language and numbers are as follows: 38 Spanish, 1 Bengali, 6 Arabic, 15 Chinese, 1 Tibetan, and 1 Polish based upon data from the HLIS forms.

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.

Flyers, letters, notices, and newsletters for parents will be sent home in English, Spanish, and Chinese. We have staff members who speak and write Polish, Russian, Arabic, and Italian, among many others. For other language assistance, we might have to utilize the services of the translation unit of the NYCDOE.

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

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

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

The school will provide to the parents whose vernacular language is other than English a notification of their rights. Notices will be posted in the parent coordinator's office regarding their rights to obtain documentation or oral translation into their spoken language. We have many native languages spoken among the staff of our school, and we keep a document at the ready which states staff names and which languages they speak. We provide this list to all staff members and the file is kept in the main office. We conduct a survey of the staff at the beginning of each school year to determine the availability of speakers of languages other than English.

For meetings with parents, such as "Meet the Teachers Night" and Parent Teacher Association Meetings, translators are hired and available to facilitate communication. During open school meetings, the DOE sends us translators. We will also call upon DOE translation services over the phone if the language we need is not available.

Staff members translate document into Spanish and Chinese on an ongoing basis. These documents are delivered to the families by the students. We also enlist the help of our Parent Coordinator to send documents to the DOE translation unit when needed. The length of the process varies depending on the method of translation.

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: Frank Sansivieri	DBN: 24073
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 checked="" 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: 60	
Grades to be served by this program (check all that apply):	
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12	
Total # of teachers in this program: 5	
# of certified ESL/Bilingual teachers: 3	
# of content area teachers: 2	

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

I.S. 73 conducts a supplemental Title III Program for English Language Learners both before and after school. It is offered and open to ELLs of all proficiency levels in sixth, seventh, and eighth grade. We provide parents with two different options so we can accommodate each family's preference and needs. We have found that students who regularly attend our Title III program perform better; not only in their subject areas, but on standardized exams as well. NYSESLAT data showed that fourteen students from the after school advanced class we provided last year improved by one or more levels. The afternoon beginner class we offered showed seven students who made gains of one or more levels, and finally in our morning class, 8 students also increased by one or more levels. Since many of our ELLs will be taking the NYS ELA Exam, we incorporate test preparation and test taking strategies.

All of our programs meet for 3 hours per week; the morning program will meet over three days on Tuesdays, Wednesdays, and Thursdays from 7:00-8:00 a.m. There will be 67 one hour sessions and this program will be taught by a certified ESL teacher, and by a content teacher who holds ELA, Gifted and Talented, and National Board certifications. Both teachers will follow a co-teaching model to address students' proficiency levels. The after-school classes will meet two days per week on Wednesdays and Thursdays for 1.5 hours per session from 2:20-3:50. There will be 48 sessions of 1.5 hours for a total of 72 hours of instructional time. Both classes are taught by certified ESL teachers and one of the ESL teachers holds an ELA certification as well. Additionally, a third teacher who is certified to teach ELA and Students with Disabilities, will push into both classes at different times to support the special education population. Teachers are also provided with support and planning time and are expected to have a lesson plan detailing the academic content of each lesson. The morning program will begin on Tuesday, October 28th and the afternoon program will begin on Wednesday, October 29th. Both programs will continue through May 7, 2015. There is morning and afternoon supervisor for each program due to the fact that these are the only programs running.

Through this program, we service 6th, 7th, and 8th grade ELLs, regardless of their proficiency level. The main language of instruction is English, but we provide students with dictionaries in their native languages to support and bolster their acquisition of new vocabulary. Teachers use the students' native languages to assist them in learning English by increasing awareness of cognates, encouraging translation of texts and providing native language books in the classroom library.

With regard to configuring the classes, we will place newcomers/beginners together in one class. In this beginner class, we choose students who have been in the country for three or fewer years. The children are taught English by certified ESL teachers, one of whom is dually certified in English Language Arts as well. Intermediate and advanced students are placed in a class where they are focused on material that

Part B: Direct Instruction Supplemental Program Information

is specifically designed to meet their individual needs. Within the classes, students are grouped according to their data-based academic levels. We reinforce content area vocabulary and reading as well, since ESL spans every subject across the curriculum. Some of the materials we will use are: The Rosetta Stone Language Program, Achieve 3000, Reader's Theater, Finish Line for ELLs, Best Practices in Reading, Levels F, G, H, and I, Achieving on the NYSESLAT, Empire State NYSESLAT, and the ELA Coach Workbook.

This year we will also purchase a Reader's Theater program. The teacher will ensure that the content is accessible to students of all proficiency levels by differentiating and scaffolding instruction. The objective of utilizing this program is to foster social growth among the ELL population, as it consists of a series of skits of varying linguistic levels which will be performed by students. This gives ELLs the opportunity to use new and previously learned vocabulary in a more informal and enjoyable context. This will also help students learn to use forms of non-verbal communication which will bridge into oral language development: incorporating appropriate gesticulation, body movement and facial expressions to convey meaning. Another aim of the program is to expose students to some cultural elements of American English. This theatre program addresses the kinesthetic, linguistic, and interpersonal learning styles.

In our Title III program, students will also be utilizing the Achieve3000 program to improve their skills in English. Achieve 3000 is a program that celebrates each student's individuality and potential. It is a web-based program, customized to each student's level and need. The driving principle of this program is differentiated instruction, the key to improving literacy and fostering achievement. Through this program, our teachers can continuously track student progress.

Beginner students in our Title III Supplement Program will also be offered the Rosetta Stone program to gain greater levels of English proficiency, depending upon enrollment. Rosetta Stone is an online, interactive program to accelerate language learning. Speech analysis, grammar and spelling components are incorporated into the program. Each student will gain language skills at his or her own pace.

The goal of our Title III supplemental program is to enrich students' regular classroom instruction with additional activities that are based upon best practices and strategies for sound ELL instruction in order to increase students' confidence levels when they speak English. As noted before, it is evident from our NYSESLAT data that students who attend our Title III program perform better, not only in their content area classes, but on state exams as well. In order for the program to be completely successful, we must add to our inventory of laptops to provide teachers greater flexibility in planning, and to create more opportunities for students to benefit from Rosetta Stone and Achieve 3000, not just in the classroom, but during Title III as well.

This year we plan to incorporate a Title III field trip for all of our students in the New York City area. We plan to use funds from our Title III allocation to provide students with a culminating trip on Saturday, March 27th from 9:00-3:00 p.m. Through a field trip, students will be provided the opportunity to take what has been learned in the classroom with our Theater's Reader's program and see its context and application in the real world. The opportunities for social interaction and academic discussion present

Part B: Direct Instruction Supplemental Program Information

themselves much differently outside of the classroom. This will serve to reinforce many of The Common Core Learning Standards: Language Standards 1 and 3, Speaking and Listening Standards 1 and 6, Writing Standards 4 and 5 Reading Standards 1, 2, 3, 4 and 10.

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 at I.S.73 is a high priority. The administration, along with lead teachers, work diligently to ensure that our PD sessions are differentiated for our teachers. Our PDs address and support ELL and SWD instruction. The goals of our PD sessions are: developing cultural awareness, scaffolding for ELLs, questioning to build understanding and engagement, and strengthening the co-teaching model. Additionally, we are supporting all of our new content-area teachers for the 2014-2015 school year by training them in various ELL strategies, such as: using visuals, chunking a text, questioning, examining and interpreting data, and fostering understanding of new vocabulary. Training will be deepened for staff members who were already trained in these strategies last year. Learning these strategies will ensure that all of our teachers are equipped with the necessary tools to teach our ELLs across the content areas. They will receive reinforcement of how to use the SIOP model framework to create and strengthen their lesson planning. Our goal for the next two years is to work with teachers and to guide them in creating content and language objectives for their ELLs. Content objectives will provide teachers with a more specific focus in Reading, Listening, Writing, and Speaking when developing their lessons. Language objectives will help teachers to pinpoint the academic language that their students will need in order to master the content.

Administration members along with our professional developers will provide ongoing professional development sessions throughout the school year. These sessions will take place during the school day as well as after school and they will be provided by Gail Elefther-Jerez, AP, ESL, Elizabeth Johnson, Literacy Coach, and Adriana Celis, ELL Coordinator.

Additionally, we currently have two of our Math teachers attending the "Algebra: A Gateway to STEM – Mathematics Institute". These teachers are receiving support in the form of professional development by learning about the most recent research available for implementing effective teaching strategies and scaffolds for ELLs. They will then turnkey this training to all Math teachers in our school.

The following professional development sessions are planned for this year:

Part C: Professional Development

November Title III- Academic Expectations

Teachers to receive training: Ms. Varlas, Ms. Peña Humes, Ms. Smith, Ms. Celis, Ms. Sideris

Provider: Ms. Jerez, Assistant Principal

December Chunking of the Text for ELLs & SWDs

Teachers to receive training: Ms. Varlas, Ms. Peña Humes, Ms. Smith, Ms. Celis, Ms. Sideris

Provider: Ms. Jerez, Assistant Principal and Ms. Johnson, Literacy Coach

Ongoing Developing Content and Language Objectives Part I and II

Teachers to receive training: Ms. Celis, Ms. Peña Humes, Ms. Smith, Ms. Varlas, Ms. Sideris

Provider: Ms. Johnson, Literacy Coach

January-March QTELL Strategies: Part I, Part II, Part III with a focus on SWD ELLs

Teachers to receive training: Ms. Varlas, Ms. Peña Humes, Ms. Smith, Ms. Celis, Ms. Sideris

Provider: Ms. Jerez, Assistant Principal and Ms. Johnson, Literacy Coach

April NYSESLAT Test Prep for Test Administration

Teachers to receive training: Ms. Varlas, Ms. Peña Humes, Ms. Smith, Ms. Celis, Ms. Sideris

Provider: Ms. Jerez, Assistant Principal

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

Part D: Parental Engagement Activities

- name of provider
- how parents will be notified of these activities

Begin description here:

At I.S.73, we believe that parents play a crucial role in student achievement. Although we have several events and workshops throughout the school year for all parents, we pay particular attention to the parents of our ELLs because many of them are new to the United States. We know it is our responsibility to ensure that we help them transition to a new country.

In addition to using our funds for our students, we will also open one parent ESL class. We ensure that all parents of our ELLs receive the application for this class by sending home a letter with a tear-off. We have created a parent PD survey to evaluate parents' interest and ways to meet their needs. We also enlist our Parent Coordinator to help with phone calls for parent outreach. This class starts in January and meets once a week. Parent availability will determine number and duration of sessions. Because parents' needs are different from those of our students, these classes are taught with that in mind. We will teach the parents of ELLs basic English for communication, and then the classes build on that foundation by providing parents with vocabulary that they can use outside of the school setting. Parents are also taught basic reading, writing and computer skills so they can help their children at home. By providing parents with the tools and skills they need to succeed, we are ensuring that our students are supported at home. Assisting parents to become comfortable speaking English enables children to use more English in the home environment.

Furthermore, this year we will have a monthly ELL parent meeting with our ELL Coordinator. Each monthly meeting will have a different focus. The foci will be derived from the parents' PD survey. We will ensure these surveys are returned by tracking responses and following up with families who do not return the survey.

The following is a timeline of parental engagement activities specific to parents of ELLs, contingent upon availability.

Date: December 11

Time: Afternoon

Topic: Navigating Engrade

Provider: Adriana Celis

Date: December 18

Part D: Parental Engagement Activities

Time: Afternoon

Topic: Using Basic Technology: How to browse the internet

Provider: Adriana Celis

Date: January

Time: Afternoon

Topic: Helping Parents of English Language Learners who have an Individualized Education Plan

Provider: Adriana Celis

Date: January

Time: Afternoon

Topic: Helping Students with Homework

Provider: Adriana Celis

Date: March

Time: Afternoon

Topic: Preparing for the NYSESLAT

Provider: Adriana Celis

Part E: Budget

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

Allocation Amount: \$ _____

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 	_____	_____

Part E: Budget

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

Allocation Amount: \$ _____

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. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____