

## **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.
  - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

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: PS 73X	DBN: 09X073
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information	
The direct instruction component of the program will consist of (check all that apply):	
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy	
Total # of ELLs to be served: 97	
Grades to be served by this program (check all that apply):	
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12	

## Part B: Direct Instruction Supplemental Program Information

Total # of teachers in this program: 6

# of certified ESL/Bilingual teachers: 5

# of content area teachers: 1

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Currently 189 of the school's 829 students (23% of the student body) have been identified as English Language Learners (ELL's). 50% of the 189 (96 students) are taking the ELA test. Of those 96 students, 23% (22 students) have been here for only one year. Our goal is to improve teaching and learning in core subject areas for ELLs and to implement a strong student support to help them meet the AMAO 1 and 2 status for the school year 2014-2015 and to help them perform at city and state level.

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

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

The program will commence in mid-October 2014 and go through mid-March 2015. 97 students are eligible to participate in the after school program. The language proficiency levels are as follows:

2nd grade (29 ELLs total): 10 beginner, 15 intermediate, 4 advanced

3rd grade (27 ELLs total): 7 beginner, 8 intermediate, 12 advanced

4th grade (41 ELLs total): 16 beginner, 20 intermediate, 5 advanced

### Part B: Direct Instruction Supplemental Program Information

The ELL Academy will be Wednesdays and Thursdays from 2:20 to 4:20 pm, an average of 4 hours a week. There will be 36 instructional sessions (74 + 5 Prof Planning sessions ; 79 hours total). Five certified bilingual or ESL teachers will conduct the classes from 2:20 to 4:20 pm. There will be two teachers assigned to three groups of students. Each teacher will be responsible for designing lessons that integrate Science and/or Math or ELA and/or Social Studies. In addition, there will be one technology teacher assigned to design technology activities that support all grades in the lessons taught in these content areas. Each grade will be subdivided into two groups based on proficiency levels as determined by the NYSESLAT or NYSITELL.

Beginner and low intermediate students will receive more intense, skill-driven activities, whereas the high intermediate and advanced students will receive more enrichment. Content will be departmentalized by subject areas (Reading/Science, math). After 40 minutes of instruction, they will switch. The extra 40 minutes will be dedicated to technology instruction. There will be one technology teacher serving all three grades. This teacher will work with the other instructors to align what students are doing in the content areas with what they are doing in technology. One supervisor will be assigned to monitor teachers' instruction and support teacher development and helping with identifying teaching strategies. The supervisor has extensive training in state mandates for ELLs and has been exposed to the curriculum and regulations of the ELLs that will be transferred to the teachers in order to move the students academically. In addition, there will be a rotating schedule and every third Thursday, parents will be invited to work with their child during the technology piece to continue the excellent work that was put into place this past summer.

The teachers assigned to instruct the ELL Academy possess a Bilingual or ESL certification, as well as many years of experience working with ELLs. Teachers will differentiate instruction to meet the needs of ELLs using various resources including Destination Learning, Family Plaza, Attanasio (NYSESLAT), and a variety of traditional and contemporary literature from Ready Gen, Scholastic, book bins, and leveled books for classrooms both in English and Spanish. They will track student progress with the TCRWP (administered 4 times throughout the school year), teacher generated assessments, teacher conference notes, and Family Plaza data. The Family Plaza data will be especially informative because this technology program differentiates for all students and targets specific weaknesses identified in the diagnostic assessment and formative assessment data.

09X073 will use other funding sources to complement the cost of the program

### 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:

### Part C: Professional Development

Professional development for teachers of ELLs focuses on teacher planning of academic and linguistic objectives in all content areas. There will be ongoing articulation between classroom and Academy teachers to provide continuous support to ELL students in achieving English language proficiency so they can attain the same standards established for all students across the grades. This communication plan helps to inform Academy instruction for each grade level aligned with the core curriculum.

In order to improve teaching and learning in the core subject areas for ELLs, at the beginning of the scholastic year, a needs assessment survey was given to all staff. Based on the results, a series of weekly workshops will be designed to address teachers' desires and needs for professional development. A study group will be formed to explore the Literacy CAFÉ strategies, SIOP, best scaffolding practices, RtI, and integrating technology into all content areas to enhance language instruction. The workshops will be led by in-house staff who have years of experience successfully teaching ESL, bilingual, and literacy. In addition, the Network and other outside resources will provide workshops and individual assistance to all the staff working with ELLs on the methodology and strategies of teaching ESL.

Number of Teachers receiving training: 6

Number of PD sessions and title topics: 5 sessions

Session 1: November 2014 from 4:30- 5:30PM	Title: SYOP	Presenter: Network ELL Specialist
Session 2: December 2014 from 4:30-5:30PM	Title: Using Formative Assessment to Raise Student Achievement	Presenter: Ms. Abreu, AP
Session 3: January 2015 from 4:30-5:30PM	Title: Modifying Instruction Based on Real Time Data	
Session 4: February 2015 from 4:30-5:30PM	Title: Designing Student Assessment to monitor Language Proficiency	Presenter Ms. Abreu
Session 5: March 2016 from 4:30-5:30 PM	Title: Aligning Activities to Student Outcome	Presenter Ms. Abreu, AP (Bilingual Certified)

### Part D: Parental Engagement Activities

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

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

Begin description here:

Parental needs are evaluated through formal interviews and informal conversations during the school's weekly Tuesday office hours, parent teacher conferences, workshops, school events, and PTA meetings. Staff and the administration make every effort possible to answer any questions and concerns that parents may have. Parents provide valuable information about their children, their background, strengths and weaknesses, behavior and academic work as well as their socio-economic situation. We work closely with them, for instance, when we have to make referrals for different services based on the students' needs. Based on that evaluation, PS 73X has a parent program in place for the year 2014–

**Part D: Parental Engagement Activities**

2015. One of the goals is to assist parents of ELLS by offering comprehensive community services. We have a partnership with different community organizations such as SCAN, Change for Kids and The Bronx Museum of Arts. They provide academic services as well as services in legal, housing, child abuse, domestic violence, and other social areas. They also provide information in how to use the available resources in the community.

We have been fortunate to be working with a web-based program, Family Plaza, since the summer of 2014 that has been able to provide targeted instruction to ELLs in math and literacy and support their cognitive skills development. As the technology teacher in the program will continue using Family Plaza, the parent engagement component of the website will also be fully utilized. Parents have received training facilitated by school-based staff and Family Plaza consultants on how to use the program to help their children improve their reading and how to communicate with teachers through SMS, email, and phone calls. Family Plaza helps parents with capacity building opportunities, communication tools, evaluation tools, family literacy, academic support, and GED, ESL & computer skills. Parents can choose their preferred method of communication on the site and edit it at any time, in addition to choosing their preferred language. Parents will also be able to receive SMS texts on their phone about their child's progress through the site. There are also thousands of instructional videos on the website in a variety of languages that parents can access to learn how to better help their children master difficult academic content at home. Also, there will be an open invitation for parents to come and work with their child every third Thursday on a rotating schedule during the technology block. Based on feedback from this past summer, this motivates both students and parents to use the program to its full potential and increase students' academic skills.

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

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

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

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)		

**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.
<ul style="list-style-type: none"><li>• Per session</li><li>• Per diem</li></ul>		
Purchased services <ul style="list-style-type: none"><li>• High quality staff and curriculum development contracts.</li></ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"><li>• Must be supplemental.</li><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	0	_____
Other	0	_____
<b>TOTAL</b>	_____	_____

**2014-15**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

<b>DBN: (i.e. 01M001):</b>	<b>09X073</b>
<b>School Name:</b>	<b>PS73X</b>
<b>Principal:</b>	<b>VIVIAN BUENO</b>

## Comprehensive Educational Plan Outline

**Section 1: School Information Page**

**Section 2: School Leadership Team (SLT) Signature Page**

**Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)**

**Section 4: CEP Overview**

**Section 5: Needs Assessment, Annual Goals and Action Plans**

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

**Section 6: Academic Intervention Services (AIS)**

**Section 7: Title I Program Information**

**Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)**

**Section 1: School Information Page**

**School Information**

School Level: PreK-5 School Number (DBN): 09X073  
School Type: Elementary Grades Served: Pre-K, K, 1,2,3,4,5,SE  
School Address: 1020 Anderson Avenue Bronx, NY 10452  
Phone Number: 718-681-6776 Fax: 718-681-6749  
School Contact Person: Vivian Bueno Email Address: [vbueno@schools.nyc.gov](mailto:vbueno@schools.nyc.gov)  
Principal: Vivian Bueno  
UFT Chapter Leader: Rhonda Singh  
Parents' Association President: Irma Belcore  
SLT Chairperson: \_\_\_\_\_  
Student Representative(s): \_\_\_\_\_

**District Information**

District: 9 Superintendent: Patricia Rosado  
Superintendent's Office Address: 450 St Paul's Place, Room 204, Bronx, NY 10456  
Superintendent's Email Address: [LRosario2@schools.nyc.gov](mailto:LRosario2@schools.nyc.gov)  
Phone Number: 718-579-7143 Fax: 718-410-7017

**Cluster and Network Information**

Cluster Number: 04 Cluster Leader: Renardo Wright  
Network Number: 406 Network Leader: Chris Groll

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Vivian Bueno / Craig Monteverde	*Principal or Designee	
Rhonda Singh /	*UFT Chapter Leader or Designee	
Irma Belcore / Edelyn Perez	*PA/PTA President or Designated Co-President	
Antonio Jordan	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Grace Garcia	CBO Representative, if applicable	
Frederic Plouffe	Staff Member	
Tyesha Minors	Staff Member	
Vilma Lawson	Staff Member	
Equilla Richardson	Parent Member	
Raysa Rosado	Parent Member	
Jasmine Rodriguez	Parent Member	
Selaine Martinez	Parent Member	
	Member/	

\*\*Signature of constituent only indicates consultation in the development of the CEP, not approval.

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	<b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	<b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	<b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

## **The Quality Review and the Capacity Framework**

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### **NYCDOE's Quality Review (QR)**

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### **Next Steps for CEP Development**

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

### Mission Statement

Our mission is to provide a quality educational program with a standard of excellence for all students. Using data based diversified teaching and learning techniques that will be academically, technologically, and are culturally rich in a safe environment. Additionally, we want to be fervent in the improvement of our school community, where reflection on character will ignite values, opportunities, respect and integrity that will transcend in our scholars the encouragement to become lifelong learners.

### Vision Statement

A vested community of disciplined citizens through their mutual understanding of quality work ignites in a diversified educational setting. Through communicating the richness of our field work, we have the duty to nurture our youth in their learning, and supporting them as they are in training to lead in this technologically, interconnected, and multicultural world.

PS73X, The Bronx School of Cultured Pearls is an elementary school with 835 students on register for the 2014-2015 school year. It is located in the Highbridge section of the Bronx with the neighborhood taking its name from the High Bridge built in 1848 to carry Croton Aqueduct water across the Harlem River. PS 73X is just a few blocks away from the new Yankee Stadium. Highbridge, a residential neighborhood geographically located in the southwest Bronx is serviced by the 44th police precinct. For decades Highbridge has been one of the poorest communities in America. More than half the population lives below the poverty line and receives public assistance with 87.07 % of our students eligible for free lunch. The majority of our residents are of Puerto Rican, Dominican, African American and a growing number of Haitian descents. This is evident in our school's enrollment of 73.77% Hispanic, 24.67% Black and 1.56% other students. PS73X provides an education for students in PreK-Grade 5. Our classes include monolingual, bilingual, dual language, Special Education and inclusion classes. We service 196 English Language Learners (ELLs) and 142 IEP Special Ed students. This year our school is implementing an RTI program which allows for 4 experienced reading teachers to push into classrooms in grades K-3 during their Guided Reading, Small Group instruction period daily. The reading specialists work with the same 4-6 children in 5 classes at the same time every day while the classroom teacher is providing Guided Reading to the rest of the class.

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

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

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 90% of teachers will possess an understanding of the domains and competencies of Danielson’s Framework, as a tool to increase rigor by focusing on Guided Reading, assessments, questioning and discussion techniques as evidenced in lesson plans and normed calibrations in professional development workshops.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>			
Participation in a variety of activities to strengthen and deepen knowledge and understanding of Danielson’s Framework For Teaching	All Administrative staff, all teachers and supporting staff (service providers, educational assistants)	August 2014- June 2015	All Administrative staff, all teachers and supporting staffs (service providers, educational assistants)
Conduct short, frequent cycles of classroom observations focused	All teachers and	November 2014-May	Administrators will provide teachers

on Competencies 1a,1e 3b,3c,and 3d	supporting staff (service providers, educational assistants	2015	with timely, meaningful, and actionable feedback
To debrief and norm a consistent language and understanding of the Danielson Framework as it pertains to all competencies	All Administrative staff, all teachers and supporting staff (service providers, educational assistants	August 2014- June 2015	Administrative team will norm a consistent language pertaining to the Danielson Framework
Rubrics will be discussed in depth for all competencies of Danielson's Framework	All Administrative staff, all teachers and supporting staff (service providers, educational assistants	August 2104-June 2015	Network staff, Administrators and teachers will conduct ongoing Professional Development that promote understanding of all competencies of Danielson's Framework

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Common Planning periods once a week allows for teachers to plan collaboratively. They alternate weeks – one week Literacy, the next week math. Our Teacher Teams meet every Monday from 2:30-3:40 to share best practices focusing on Guided Reading and Using Assessments to plan instruction.

Our SLT meets once a month after school to include the parents in our school policy decisions. On Tuesday afternoons parents are invited to meet with their child's teacher to learn how they can assist their child at home.

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA	X	Title III		Grants
---	----------	--	---------------	--	-----------	---	-----------	--	--------

List below any additional funding sources that will be utilized to support achievement of the goal.

--

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

<b>Part 6b. Complete in February 2015.</b>				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

3.	Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4.	Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
On the basis of supervisory observations and walkthroughs, there was a need for improving classroom environments and behavior plans in order to ensure effective instruction.	

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015, all teachers will have provided effective instruction that led to student learning by having a safe and supportive environment in which teachers can teach and students can learn.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
An effective classroom environment for teaching and learning is created by maximizing time for instruction and learning.	All teachers and supporting staff (service providers, educational assistants)	August 2014 – June 2015	All Administrative staff, all teachers and supporting staffs (service providers, educational assistants)
Instructional time increases and learning time is maximized by ensuring effective curriculum planning, systemic assessment, effective strategies for delivering instruction and classroom procedures for preventing and responding to student behavior issues.	All teachers and supporting staff (service providers, educational assistants)	August 2014 – June 2015	All Administrative staff, all teachers and supporting staffs (service providers, educational assistants)


**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

--

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA	X	Title III		Grants
---	----------	--	---------------	--	-----------	---	-----------	--	--------

List below any additional funding sources that will be utilized to support achievement of the goal.

--

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 10. Specify a timeframe for mid-point progress monitoring activities.

--

**Part 6b.** Complete in **February 2015**.

11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
-----	--	--	-----	--	----

12.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?
-----	--

--

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

- |     |   |
|-----|---|
| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

With the implementation of common core state standards, ReadyGen and Go Math , there was a need for teacher collaboration to plan, share best practices and analyze student work.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, collaborative teams will meet at least once a week to engage in ongoing and honest discussions based on student work, common core state standards and collected data.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
Instructional activities such as studying the curriculum or sharing effective teaching strategies and lesson plans, are the foundation of teacher collaboration.	All teachers and supporting staff (service providers, educational assistants)	August 2014 – June 2015	Administrative staff, all teachers and supporting staff (service providers, educational assistants)
Comparing and analyzing student work and performance data are commonplace in collaborative meetings and are seen as development opportunities.	All teachers and supporting staff (service providers, educational	August 2014 – June 2015	Administrative staff, all teachers and supporting staff (service providers, educational assistants)

	assistants		
Teachers share "collective responsibility" for all students' learning.	All teachers and supporting staff (service providers, educational assistants)	August 2014 – June 2015	Administrative staff, all teachers and supporting staff (service providers, educational assistants)

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

--

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	<b>Tax Levy</b>		<b>Title I Basic</b>		<b>Title IIA</b>	X	<b>Title III</b>		<b>Grants</b>
---	-----------------	--	----------------------	--	------------------	---	------------------	--	---------------

List below any additional funding sources that will be utilized to support achievement of the goal.

--

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
20. Specify a timeframe for mid-point progress monitoring activities.

--

**Part 6b.** Complete in **February 2015**.

21. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
--	--	-----	--	----

22. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

--

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### Part 1 – Needs Assessment

- |     |  |
|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.   |

With the implementation of common core state standards, ReadyGen and Go Math, teachers and administrators expressed the need to work together to plan and align the curriculum with the common core state standards

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Ongoing throughout the 2014-2015 school year, our school administrators will work collaboratively with our staff to develop and implement an instructional framework that aligns curriculum with common core state standards, effective instructional practices, student learning needs and assessments.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
Administrators will meet with teachers to engage in data analysis for instructional planning and improvement	Administrative staff, all teachers and supporting staff (service providers, educational assistants)	September 2014 – June 2015	Administrative staff, all teachers and supporting staff (service providers, educational assistants)
Administrators will communicate the relationships among academic standards, effective instruction, and student performance	Administrative staff, all teachers and	August 2014-June 2015	Administrative staff, all teachers and supporting

	supporting staff (service providers, educational assistants)		staff (service providers, educational assistants)
Administrators will implement the curricula and common core state standards in a manner that is rigorous and culturally relevant to the students	Administrative staff, all teachers and supporting staff (service providers, educational assistants)	August 2014-June 2015	Administrative staff, all teachers and supporting staff (service providers, educational assistants)
Administrators will ensure the appropriate use of high quality formative and interim assessments aligned with the common core state standards and the curricula.	Administrative staff, all teachers and supporting staff (service providers, educational assistants)	August 2014 – June 2015	Administrative staff, all teachers and supporting staff (service providers, educational assistants)

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

--

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	<b>Tax Levy</b>		<b>Title I Basic</b>		<b>Title IIA</b>	X	<b>Title III</b>		<b>Grants</b>
---	-----------------	--	----------------------	--	------------------	---	------------------	--	---------------

List below any additional funding sources that will be utilized to support achievement of the goal.

--

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 30. Specify a timeframe for mid-point progress monitoring activities.

--

**Part 6b.** Complete in **February 2015**.

31. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
--	--	-----	--	----

32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

--

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

- |     |   |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

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

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, there will be a 5% growth of parental involvement in school activities that will support the academic and social success of the students at PS73X.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
Parents are invited to come to see their child’s teacher every Tuesday afternoon from 2:20 -3:00	Parents, teachers, support staff and administrators	September 2014 -June 2015	Parents, teachers, support staff and administrators
Parent Teacher Association meetings are held at various times during the month to enable more participation.	Parents, teachers, community members, administrators	September 2014 – June 2015	Parents, teachers, community members, and administrators
Training and professional development workshops for parents and staff are conducted regularly at our school. Some of these include but are not limited to: Annual Title I Parent Meeting, Title I Parent	Parents, teachers, support staff	September 2014 – June 2015	Parents, teachers, support staff and administrators

Committee, PTA, curriculum night, parent-teacher conferences).	and administrators		
Access to materials and resources are made available to parents for in-school and/or at-home use to support their child's learning and monitor student progress.	Parents	September 2014 – June 2015	Teachers and administrative staff

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA	X	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
39.	Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.			
40.	Specify a timeframe for mid-point progress monitoring activities.			
<b>Part 6b.</b> Complete in <b>February 2015</b> .				
41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
42.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

**Section 6: Academic Intervention Services (AIS)**

*(Required for All Schools)*

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Students who scored below level or approaching level on the TC Assessments in Grades K-3	Guided Reading strategies, phonic	Small group instruction	During Guided Reading Time in the classroom
<b>Mathematics</b>	N/A			
<b>Science</b>	N/A			
<b>Social Studies</b>	N/A			
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Students who exhibit behavior problems are seen by the guidance counselors. Parents/students/teachers can request a child be seen if their appears to be a problem the child is experiencing.	Interactive discussions, writings, etc.	Whole class, small group and/or one-to-one	During the schools day

## Section 7: Title I Program Information

**Directions:**

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

**Part 1: Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

**Part 2: All Title I Schools**

**2a. Highly Qualified Teachers (HQT)**

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

**2b. High Quality and Ongoing Professional Development**

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

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. 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).

**Part 4: SWP Schools Only**

**4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

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

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

The teachers at PS73 meet at least twice a week to plan for their grade. During these meetings, the assessments and data are used to drive instruction. In addition every Monday afternoon teachers meet for professional development in order to learn best practices of using data to drive instruction

**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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **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			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			

Title III, Part A	Federal			
Title III, Immigrant	Federal	20,157		
Tax Levy (FSF)	Local	3,882,359		

<sup>1</sup>**Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of 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:

1. 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.
2. 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.

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

3. **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).
4. **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.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **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.
7. **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.

8. **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:

9. **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.
10. **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.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **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.

## Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

---

### Parent Involvement Policy (PIP) Template

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 the school. **[School name]**, 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 the school and the families. The school'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 Committee as trained volunteers and welcomed members of the school community. **[School name]** will support parents and families of Title I students by:

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

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

The school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for 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 school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

### **Parent Involvement Policy (PIP) Template**

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 the school. **Public School 73X** 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 the school and the families. The school’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 Committee as trained volunteers and welcomed members of the school community. **Public School 73X** will support parents and families of Title I students by:

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

The school’s 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. The 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 the 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 Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school’s 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, the school will:

- actively involve and engage parents and/or guardians in the planning, review and evaluation of the effectiveness of the school’s Title I program as outlined in the School 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 the school to promote parental 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 the school’s 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-Teacher Association and Title I Parent Representative. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator or Community Coordinator to serve as a liaison between the school and families. The Parent Coordinator or the Community Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the 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;
- 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 and/or guardians 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 Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent-Teacher Association and the Title I Parent Representative;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained Learning Leaders volunteers;
- providing written and verbal progress reports that are periodically given to keep parents and/or guardians informed of their children’s progress;

- developing and distributing a school newsletter designed to keep parents informed about school activities and student progress; monthly school calendar of events;
- providing school parent letters for regular written communication between school/teacher and the home in a format, and to the extent practicable in the languages that parents can understand

### **School-Parent Compact (SPC) Template**

**Public School 73X** 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. Staff and 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 the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

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

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

results for each child and other pertinent individual school information;

- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- 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., Parent-Teacher Conferences; Terrific Tuesdays;

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and/or 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 partnering 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;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, 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.

### **School-Parent Compact (SPC) Template**

**[School name]**, 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. Staff and 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.

#### **IV. 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 the Common Core State Learning Standards;

- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

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

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

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- 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., Parent-Teacher Conferences;

*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 partnering 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;

**V. 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;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

**VI. 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.

**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 <b>09</b>	Borough <b>Bronx</b>	School Number <b>073</b>
School Name <b>Public School 73X</b>		

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

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>878</b>	Total number of ELLs	<b>179</b>	ELLs as share of total student population (%)	<b>20.39%</b>
--	------------	----------------------	------------	---	---------------

# Part II: ELL Demographics

## A. ELL Programs

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

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

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

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

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

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

## B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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	32	3	2	6	4	2	0	0	0	38
Dual Language	79	1	0	1	0	0	0	0	0	80
ESL	35	1	11	24	0	10	2	0	0	61

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		
<b>Total</b>	<b>146</b>	<b>5</b>	<b>13</b>	<b>31</b>	<b>4</b>	<b>12</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>179</b>
Number of ELLs who have an alternate placement paraprofessional: _____										

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0	0	17	19								36
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>17</b>	<b>19</b>	<b>0</b>	<b>36</b>						

\*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	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish	13	46	25	30	16	30	26	0	0	0	0	0	0						80	106
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>13</b>	<b>46</b>	<b>25</b>	<b>30</b>	<b>16</b>	<b>30</b>	<b>26</b>	<b>0</b>	<b>80</b>	<b>106</b>										

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers: <u>2</u>	
Ethnic breakdown of EPs (Number):		
African-American: <u>16</u>	Asian: <u>0</u>	Hispanic/Latino: <u>74</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>	Other: <u>0</u>

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	4	5	10	14	13								48
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic						1								1
Haitian														0
French	1		1		2									4
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1		2	2	3	1								9
<b>TOTAL</b>	<b>4</b>	<b>4</b>	<b>8</b>	<b>12</b>	<b>19</b>	<b>15</b>	<b>0</b>	<b>62</b>						

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	15	8	9	9	10	7								58
Intermediate(I)	12	13	17	22	11	6								81
Advanced (A)	3	6	13	7	16	14								59
Total	30	27	39	38	37	27	0	0	0	0	0	0	0	198

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</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	28	5	0	0	33
4	27	5	0	0	32
5	19	6	1	0	26
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

**NYS Math**

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

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	2	5	7	10	8	1	4	37
8									0

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.  
We use ongoing assessments and collections of student work to effectively plan for instruction and professional development. Formal assessment tools used to assess early literacy skills include the LAB-R, NYSESLAT, TCRWP in English and Spanish, Fast ForWord (a pilot program for emerging readers), Estrellita (for Spanish reading), students' math and writing portfolios, and the NYC Performance

Assessment as a baseline (not as part of the Measure of Student Learning (MOSL), except for 3<sup>rd</sup> grade). Informal assessments include conference logs, journals, and reading and writing folders, among others. Using the data collected from all these sources, teachers are able to create an academic profile for ELLs and analyze their strengths and weaknesses. Our analysis shows that our ELLs struggle with reading and writing more than listening and speaking. Analysis also shows that those ELLs with high literacy in their native language achieve on level literacy in English faster than those ELLs who do not have a solid literacy foundation in their native language. This analysis allows for better scaffolding throughout the day's lessons to make language and content accessible to ELLs, including: native language instruction, small group instruction, explicit vocabulary instruction, graphic organizers, visual aids on word charts and word walls.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Of the 192 ELLs who took the 2013 NYSESLAT at PS 73X, 9% (17 students) scored proficient, mostly in the upper grades. 30% (57 students) performed at the advanced level, more than half in the upper grades. 43% (83 students) performed at an intermediate level, split about evenly between the upper and lower grades. The remaining 30% (58 students) performed at the beginner level, over half of those in the lower grades. 44% (94 students) of ELLs increased a proficiency level. Also noted, of the 25 ELLs who are also SWDs, 60% (15 students) increased a level. Using this data, we are able to ascertain that more than half the students are coming in the lower grades and performing as beginners; as they move through the school, they score intermediate, and then by the time they reach fourth and fifth grade, they score advanced. Of the 40% (77 ELLs) who did not increase a proficiency level, 26% (20 students) were advanced ELLs in the upper grades who remained at the advanced level due to a lack of progress in the reading and writing sections of the NYSESLAT and 38% were newcomers who received 0 on the LAB-R and scored Beginner. 3 students (1%) were at the advanced level and regressed to the intermediate level, also due to deficiencies in the reading and writing portions of the exam (but also attributed to the new grade band that was more difficult than the previous year's). 8 students (4%) did not receive test scores due to incomplete exams.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
The patterns across the four modalities affect instructional decisions on an individual student basis. Teachers scaffold lessons to address students' strengths and weaknesses as shown in class and in their NYSESLAT test scores. We use the AMAO data to figure out ELL placement and grouping within the classrooms. Students who have not moved a level or gained 43 points, or those who have decreased a proficiency level, are looked at closely and teachers determine in which area(s) the students need extra help. Scaffolds such as small group instruction, conferencing, explicit modeling, and vocabulary instruction are then built into lesson plans throughout the day to address these weaknesses. This year, students are also participating in a computer program called Fast ForWord that helps them strengthen their cognitive capabilities and phonemic awareness. This past year, our current fourth and fifth graders in the Freestanding ESL program made negligible progress in the reading and writing portion of the NYSESLAT. Therefore, a certified ESL teacher will push into the classroom during both Reading and Writing Workshop to ensure small group instruction incorporating ESL methodology takes place eight periods a week. The school also provides a common core aligned curriculum in both ELA and Math (Ready Gen and Go Math, respectively) that has built-in scaffolds and flexible grouping, with an emphasis on vocabulary.
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

A.

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

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

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

B.

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

C.

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

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

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

6. How do you make sure that a child's second language development is considered in instructional decisions?
- In all lesson plans, teachers of language learners include both a content and language objective. The language objectives specifically address the needs of the language learners (in the case of the DL programs, ELLs in the English class, and EPs in the Spanish class). The primary goals of the programs are to amplify the literacy and cognitive/academic skills of all ELLs by incorporating recognized and researched based ESL instructional strategies across content areas so they can perform at city and state grade levels. ESL strategies include but are not limited to: scaffolding, TPR, songs and chants, repetition, graphic organizers (i.e. tables, flowcharts, graphs and story maps), modeling, interactive read alouds, retelling, sequencing, thematic units, language experience approach, academic accountable talk and use of picture dictionaries. Both the Balanced Literacy Model in ReadyGen and Go Math support differentiated instruction to enhance the cognitive, linguistic, and academic growth of our ELL students. They participate in read alouds, independent reading, shared and guided instruction and mini-lessons. ELL students work with challenging and authentic activities that meet their unique learning styles and participate in special events that recognize the diversity of their cultural backgrounds. We address the students' different learning styles and English modalities, including through the use of computers and white boards to meet their multisensory (i.e. visual, auditory and kinesthetic) learning needs.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- a. EPs are assessed by their teacher in a variety of ways in the target language. Formal assessments include Estrellita and TCRWP. In

addition, all units taught in Spanish end in a formal assessment and are graded with a research based, Common Core aligned rubric. The Spanish teacher in the DL program also informally assesses EPs through conference notes, homework, and small group instruction.

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

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

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

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

## Part IV: ELL Identification Process

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

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

### Fall

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

### Spring

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

During the end of the school year, our current ELLs are assessed with the NYSESLAT. In order to ensure that all eligible students are tested, the RLER (students eligible to take the NYSESLAT report) and RADP (admission/discharge lists) on ATS, are cross-referenced with ARIS-generated lists of ELLs by class and grade. Teacher-generated lists of ELLs are created, with columns for each subtest. As each of the four components is administered, students' names are checked off to ensure that each student has been assessed with the listening, reading, speaking, and writing portions. The pedagogues responsible for assessing these students are our 'Bilingual/ESL'

team.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.  
Parents of the newly enrolled ELLs are provided with information on the different programs available at registration and/or at an orientation session to ensure that they understand all three program choices. The school presents this information through a video, brochure, and speaker-representative in the parents' native language. A speaker-representative is available to answer all questions. Spanish, French and Arabic licensed pedagogues ( V. Bueno, J. Barroso, M. Katz, G. Aponte, J. Atalla and W. Ocasio) are readily available to serve as translators. Parents are informed that they have the right to choose a transitional bilingual program, dual language program, or a freestanding ESL program. Afterwards, 'Parent Assurance Survey and Program Selection' forms are provided to the parents in order to indicate the programs that they want for their children.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
Our school ensures that entitlement letters are distributed and the Parent Survey and Program Selection forms are returned. The submitted forms are thoroughly reviewed by the Bilingual Coordinator in order to conform with parental choices. Copies of all parental letters are kept on file. Parental concerns and/or unavailable program requests are brought up to the attention of the school administrators. When parents cannot attend the Orientation and the Parent Survey and Program Selection forms are not returned, the Bilingual Coordinator follows up via mail and/or phone calls if necessary. Again, parents of ELL students are provided with translation and interpretation services as needed, and the documents are provided in both English and their native language. Parents complete the Parent Survey and Program Selection form and the school conforms with parental bilingual program selections accordingly. Before ending the orientation, parents receive contact information to use for additional support regarding their child's education. Orientations and meetings are conducted in English, Spanish and French where needed. Additionally, handouts are provided in other languages for further support.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.  
When students return to school during autumn, either a continuation or exit letter is sent home, based on their spring NYSESLAT score. Also, once the LAB-R is administered, entitlement and non-entitlement letters are mailed out. Placement letters are also distributed once parent surveys and program selection forms are obtained. Prior to distribution, copies are made of each form and saved in a file. As letters are returned, they are organized and placed on file in the bilingual coordinator's office. The bilingual coordinator ensures that each parent is provided with the appropriate letter, which should be signed and returned to the bilingual coordinator. As the letters are returned, the bilingual coordinator regularly checks to make sure that parents are returning letters. A second copy is sent out to parents/guardians, followed by a phone call and/or e-mail and if these are not returned, the bilingual coordinator contacts the home to have them come into the school to sign the unreturned letters. However, if they are unable to appear during the school day, a confirmation that the information has been received is given by the parent/guardian over the phone and a note is made on the letter. Once returned and organized by the Bilingual/ESL team, the originals are saved in the bilingual coordinator's office. Members of the Bilingual/ESL team ensures that each parent has filled out a Parent Survey and Program Selection Form when their child was first enrolled or during the parent orientation. In doing this, we are able to receive the majority of signed letters.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
In order to ensure that all eligible students are tested, the RLER (students eligible to take the NYSESLAT report) and RADP (admission/discharge lists) on ATS are cross-referenced with ARIS-generated lists of ELLs by class and grade. Teacher-generated lists of ELLs are created, with columns for each subtest. As each of the four components is administered, student's names are checked off to ensure that each student has been assessed with the listening, reading, speaking, and writing portions. The pedagogues responsible for assessing these students are our 'Bilingual/ESL' team. The ESL teachers and the bilingual coordinator administer the speaking part of the exam in accordance with all procedures. The DL and TBE teachers administer the listening, reading, and writing portions of the exam to their own classes. The ESL teachers administer the listening, reading, and writing portions to the freestanding ELL population by grade (or in a small group or individually based on a student's IEP testing modifications).
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.   
Parents generally request the dual language program. Parents who do not choose the dual language program choose freestanding ESL. Therefore, our program models align with parent requests.

## Part V: ELL Programming

### A. Programming and Scheduling Information

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

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

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

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

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

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

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

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

ELLs in the DL program in K-2 are assessed in Spanish using Estrellita. ELLs in the DL and TBE programs in all grades are assessed with the Spanish TCRWP. In addition, all units end in a product in both Spanish and English, which is evaluated using agreed upon, research-based rubrics. Throughout the year, ELLs in the DL classes are assessed in all subjects through these mid-unit and end of unit tasks.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

All ESL and bilingual teachers include a language objective in their lessons plans in addition to content objectives to ensure that all modalities are addressed throughout the year. In addition, classroom teachers are now expected to address verbal and aural

modalities in their lessons as according to the new Common Core Learning Standards. Reading and writing are addressed regularly through all content areas by all teachers. To monitor student progress, many informal and formal assessments are used. TCRWP and ReadyGen are curriculum that monitor the reading and writing progress of students with periodic assessments. Students engage in small group instruction, individual conferencing, and accountable talk activities among others to demonstrate listening and speaking skills that teacher then informally assess.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. SIFE

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

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

b. Newcomers

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

- A "buddy system" in which we identify a similar student in his/her class who will assist during the day.
- A parent interview and a student interview
- Students are encouraged to participate in after school programs
- Home and school communication in the native language
- Differentiated instruction in all areas as needed
- Required participation in our Extended Day program in which they receive small group instruction
- Provide students access to bilingual dictionaries and glossaries
- Tier 1, 2 and/or Tier 3 Rtl as needed

c. ELLs with 4 - 6 years service

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

d. Long-term ELLs

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

- Monitoring the students progress in all content areas to differentiate instruction and accelerate their English language development and cognitive/academic skills.
- Participation in the school's literacy after-school programs
- Ongoing communication with parents to monitor their children's progress
- Tier 1, 2, and/or 3 Rtl as needed

e. Former ELLs

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

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

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

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

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals

and attain English proficiency within the least restrictive environment?

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

- collaboration between the classroom and ESL teachers and service providers
- consistent scheduling of ESL teachers push-in services to optimize planning, goal setting, and monitoring
- Monitoring newcomers and/or SIFE students for possible special needs status
- Ensure that teachers of students with IEPs are familiar with the students' specific needs and that all services are provided as per IEP mandates
- Ongoing communication with parents to monitor their children's progress

### Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

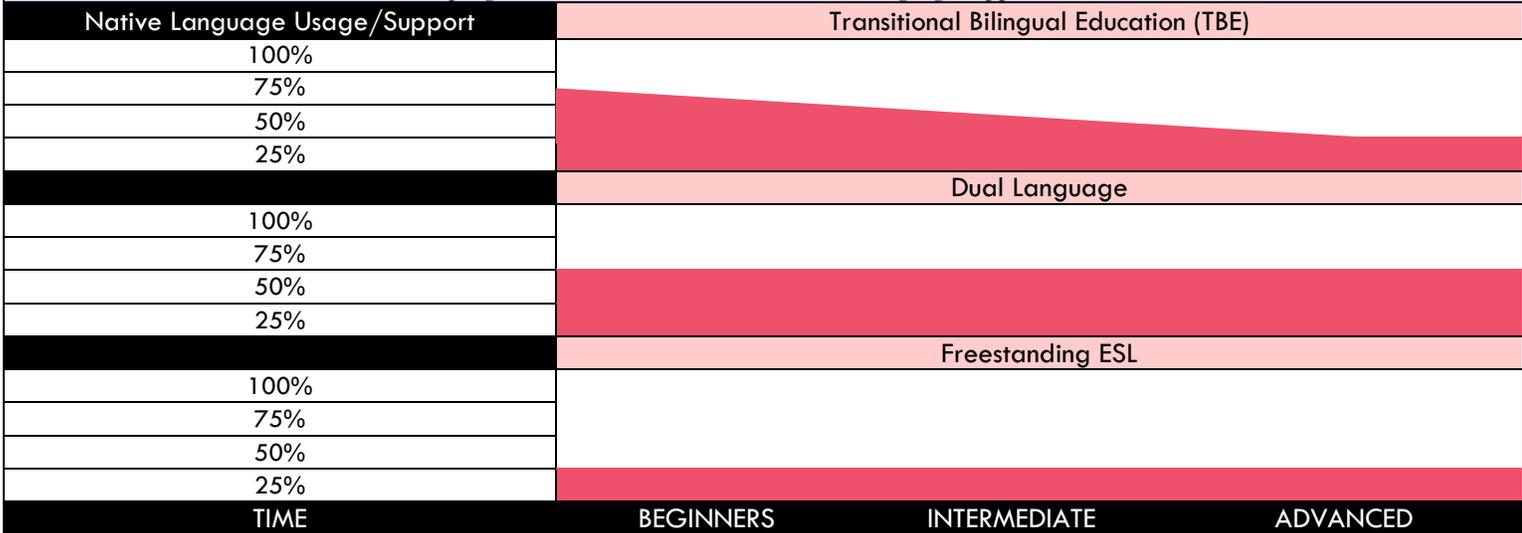
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

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

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

18. What language electives are offered to ELLs?

N/A

19. For schools with dual language programs:

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

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

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

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

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

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

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

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

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

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

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

## D. Parental Involvement

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

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

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

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

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

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

## E. Additional Information

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

Paste response to question here:

## Part VI: LAP Assurances

School Name: \_\_\_\_\_

School DBN: \_\_\_\_\_

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

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

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

DBN: 09x073 School Name: PS73X

Cluster: 4 Network: 21

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

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

---

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

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

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

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

## Part B: Strategies and Activities

---

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

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

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

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

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

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