



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):	09X073
School Name:	P.S. 073 BRONX
Principal:	VIVIAN BUENO

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: PS73X The Bronx School of Cultured Pearls School Number (DBN): 09X073
Grades Served: PreK-5
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
Principal: Vivian Bueno
UFT Chapter Leader: Rhonda Singh
Parents' Association President: Irma Belcore/Edelyn Perez
SLT Chairperson: Vilma Lawson
Title I Parent Representative (or Parent Advisory Council Chairperson): _____
Student Representative(s): N/A

District Information

District: 09 Superintendent: Leticia Rodriguez-Rosario
Superintendent's Office Address: 1245 Washington Avenue, Bronx, NY 10456
Superintendent's Email Address: LRosario2@schools.nyc.gov
Phone Number: (718) 579-7143 Fax: (718) 410-7017

Borough Field Support Center (BFSC)

BFSC: Bronx (District9) Director: Jose Ruiz
Director's Office Address: 1 Fordham Plaza., Bronx, NY 10458
Director's Email Address: Jruiz2@schools.nyc.gov
Phone Number: (718) 828-7776 Fax: (718) 828-6282

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 School Comprehensive Educational Plan (SCEP) and that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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	*Principal or Designee	
Rhonda Singh	*UFT Chapter Leader or Designee	
Selaine Martinez	*PA/PTA President or Designated Co-President	
Antonio Jordan	DC 37 Representative (staff), if applicable	
Selaine Martinez	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	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	
Rhonda Singh	Teacher/PreK-2	
Tyesha Minors	Teacher/Grades 3-5	
Frances Lam	Out of Classroom Staff	
Tashea Newman	Parent	
Raysa Rosado	Parent	
Romona Nunez	Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Edelyn Perez	Parent	
Allyson Santiago	Member/	
	Member/	

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City’s Public Schools and All of Our Students*.

The Framework for Great Schools and SCEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

The Six Elements of the Framework for Great Schools

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.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: 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.

Accountability Tools and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is informed by the New York State Education Department’s (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

NYSED’s Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement

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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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.
- **Step 3:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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: SCEP 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your 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 2015-2016 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 freestanding and inclusion classes. We service 196 English Language Learners (ELLs) and 142 IEP Special Ed students. Last year our school implemented an RTI program which allowed for 4 experienced reading teachers to push into classrooms in grades K-3 during their Guided Reading period daily. The reading specialists worked with the same group of 4-6 children in 5 classes at the same time every day while the classroom teacher was providing Guided Reading to the remaining groups. Our school also implemented departmentalization in grades 3-5. The classes had math and science with one teacher, and literacy and social studies with another teacher.

This year we are continuing our collaboration with Ann Edwards in training our K-2 teachers in the Orton Gillingham Approach. It is a phonics based multi-sensory, structured, sequential cumulative approach to reading and writing. We have instituted Early Reading Matters/Early Learners in grades K-3. This is an interactive read aloud program. It allows teachers to become highly effective in making informed instructional decisions based on student work and student data. Our Coach/facilitator demonstrates how to use interactive Read Aloud Strategies to help students monitor their reading and to use context clues to determine the meaning of vocabulary words during their reading. In Grades 4-5 we have begun Teacher Rounds. Teacher Rounds creates a framework for critical collegiality. It supports and assists all teachers to develop a shared vision of good teaching practices. The focus of this group is student learning. There are no administrators involved in teacher rounds which allows for teachers to be more open to being videotaped and observed by their colleagues. We have a Teacher Development Coach who gives 1-1 coaching to 3 teachers focusing on Designing Coherent Instruction (1E) and Engaging Students in Learning (3C). This year we have continued with our Bilingual Consultant who works with both bilingual and monolingual teachers. She focuses on engaging students in learning (3C). This is a continuation of last years focus.

09X073 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	833	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	92.1%	% Attendance Rate		89.2%	
% Free Lunch	93.2%	% Reduced Lunch		2.8%	
% Limited English Proficient	21.3%	% Students with Disabilities		18.5%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.1%	% Black or African American		26.5%	
% Hispanic or Latino	72.1%	% Asian or Native Hawaiian/Pacific Islander		N/A	
% White	1.3%	% Multi-Racial		N/A	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	2.16	# of Assistant Principals (2014-15)		3	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		4	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		6.0%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		7.81	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	8.8%	Mathematics Performance at levels 3 & 4		11.4%	
Science Performance at levels 3 & 4 (4th Grade)	74.4%	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan		X	
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	NO	Limited English Proficient		YES	
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		NO	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	NO	Limited English Proficient		NO	
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		YES	
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				

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

Section 5A – Framework for Great Schools 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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	D
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	P
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	P
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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 trends and sources. <p>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 Common Core Learning Standards and the New York State Exams.</p> <p>Our subgroups of ELLs and Special Needs Students are being supported on different levels. We have a Bilingual Consultant which is working with teachers to improve student engagement through workshops and classroom visitations. Our Orton Gillingham Consultant, Ann Edwards is working with our ELLs and Special Needs teachers and students. She is training our teachers in the Ortin Gillingham Approach which is multi- sensory and was originally designed to aid dyslexic children.</p>		

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 90% of our 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

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Participation in a variety of activities to strengthen and deepen knowledge and understanding of Danielson’s Framework For</p>	<p>All Administrative staff, all teachers and supporting staff (service providers, educational assistants</p>	<p>August 2015- June 2016</p>	<p>All Administrative staff, all teachers and supporting staffs (service providers, educational assistants</p>

Teaching. These activities include but are not limited to Professional Development workshops and inter classroom visitations.			
Conduct short, frequent cycles of classroom observations focused on Competencies 1a,1e 3b,3c,and 3d	All teachers and supporting staff (service providers, educational assistants	November 2015-May 2016	Administrators will provide teachers with timely , meaningful, and actionable feedback
Professional development workshops will be held 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 2015- June 2016	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 2015-June 2016	Administrators and teachers will conduct ongoing Professional Development that promote understanding of all competencies of Danielson’s Framework
Parents will be kept in the loop about what is expected from their child and how they can help them score higher grades during parent conferences, Terrific Tuesdays, parent workshops and letters sent home.	All Administrative Staff, teachers and support staff (service providers, educational assistants)	August 2015-June 2016	Administrators and teachers will conduct ongoing Professional Development that promotes understanding of all areas the parent can assist their child.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
We will be using resources provided by 21st century and Title III funding.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	P
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	P
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	P
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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 trends and sources. <p>On the basis of supervisory observations and walkthroughs, there is a need for improving classroom environments and behavior plans in order to ensure effective instruction. Teachers will work with the administration to ensure that instructional practices are organized in a strategically.</p>		

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and 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.</p>
<p>By June 2016, 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 . This will be evidenced from summative and formative assessments, student work, data analysis and common planning.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>An effective classroom environment for teaching and learning is created by maximizing time for instruction and learning.</p>	<p>All teachers and supporting staff (service providers, educational assistants)</p>	<p>August 2105-June 2016</p>	<p>Administrators will provide teachers with timely , meaningful, and actionable feedback</p>
<p>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</p>	<p>Administrators, all teachers and supporting staff (service providers, educational assistants)</p>	<p>August 2015-June 2016</p>	<p>Administrators will provide teachers with timely , meaningful, and actionable feedback</p>

and responding to student behavior issues.			
Teachers meet weekly during common planning time to discuss data, student work, etc. By analyzing data, evaluating findings from learning walks, etc. teachers will use their teaching time more constructively.	Administrators, teachers and support staff	August 2015-June 2016	Administrators and teachers will provide meaningful feedback,

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
We will be using funding from 21st century and Title III.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016 we should see evidence that our goals will be met by June 2016. We will look at this carefully and make adjustments as needed to realistically meet or exceed our goals.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5C – Framework for Great Schools 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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	P
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	P
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	D
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (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 trends and sources. 		
With the continuing implementation of Common Core State Standards, ReadyGen and GoMath, there is a need for teacher collaboration to plan, share best practices and analyze student work. Common planning once a week will allow for teachers to plan collaboratively. They will alternate one week literacy and the next week math.		

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and 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 2016, collaborative teams will continue to meet at least once a week to engage in ongoing and honest discussions based on student work, common core state standards and collected data. Teachers will collaboratively share student data by grade, class and subgroups.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Instructional activities such as studying the curriculum (GoMath, ReadyGen) or sharing effective teaching strategies and lesson plans will be the foundation of teacher collaboration.</p>	<p>All teachers and supporting staff (service providers, educational assistants)</p>	<p>August 2105-June 2016</p>	<p>Administrators will provide teachers with timely , meaningful, and actionable feedback</p>
<p>Comparing and analyzing student work and performance data are commonplace in collaborative meetings and are seen as development opportunities.</p>	<p>All teachers and supporting staff (service providers, educational assistants)</p>	<p>August 2105-June 2016</p>	<p>Administrators will provide teachers with timely , meaningful, and actionable feedback</p>

Teachers share "collective responsibility" for all students' learning.	All teachers and supporting staff (service providers, educational assistants	August 2105-June 2016	Administrators will provide teachers with timely , meaningful, and actionable feedback

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

The resources we will be using are from 21st Century and Title III funding.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016 we will look at our goal and evaluate if we will meet the goal. If not we will adjust our action plan in order to meet the goal.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5D – Framework for Great Schools 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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	P
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	P
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	P
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	D
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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 trends and sources. 		
With the continuing implementation of Common Core State Standards, ReadyGen and Go Math, teachers and administrators expressed the need to continue to work together to plan and align the curriculum with the Common Core State Standards		

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and 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 2016, we will have had ongoing professional development by our school administrators who 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

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Administrators will meet with teachers to engage in data analysis for instructional planning and improvement during common planning and professional development periods.</p>	<p>All teachers and supporting staff (service providers, educational assistants)</p>	<p>August 2105-June 2016</p>	<p>Administrators will provide teachers with timely , meaningful, and actionable feedback</p>
<p>Administrators will communicate the relationships among academic standards, effective instruction, and student performance</p>	<p>All teachers and supporting staff (service providers, educational assistants)</p>	<p>August 2105-June 2016</p>	<p>Administrators will provide teachers with timely , meaningful, and actionable feedback</p>

Administrators will implement the curricula and common core state standards in a manner that is rigorous and culturally relevant to the students	All teachers and supporting staff (service providers, educational assistants)	August 2105-June 2016	Administrators will provide teachers with timely , meaningful, and actionable feedback
Administrators will ensure the appropriate use of high quality formative and interim assessments aligned with the common core state standards and the curricula	All teachers and supporting staff (service providers, educational assistants)	August 2105-June 2016	Administrators will provide teachers with timely , meaningful, and actionable feedback

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
The resources we will utilize will come from 21st Century and Title III funds.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
By February 2016 we will look at our goal and make necessary adjustments to make sure we meet it by June 2016.											
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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

Section 5E – Framework for Great Schools 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. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	HE
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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 trends and sources. <p>The Parent Survey indicated a low score in the area of school environment. This was evidenced through observations and conversations that took place. We work very closely with our parents and school community. Our SLT includes parents in decision making throughout the school year. Our PTA and Parent Coordinator have regularly scheduled workshops throughout the year to inform parents of important topic. Some of these workshops have to do with healthy eating, helping your child with homework, getting your child ready for standardized tests.</p>		

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and 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.</p>
<p>By June 2016, the School Staff, PTA and Parent Coordinator will help reach a 5% growth of parental involvement in school activities that will support the academic and social success of the students at PS73X.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Parents are invited to come to see their child’s teacher every Tuesday afternoon from 2:20 -3:00</p>	<p>Parents , all teachers and supporting staff (service providers, educational assistants</p>	<p>August 2015 - June 2016</p>	<p>Administrators, Teachers and Support Staff</p>
<p>Training and professional development workshops for parents and staff are conducted regularly at our school. Some of these include but are not limited to: Annual Title I Parent Meeting, Title I Parent Committee, RTI Parent Workshops, PTA, curriculum</p>	<p>Parents , all teachers and supporting staff (service providers, educational assistants</p>	<p>August 2015 - June 2016</p>	<p>Administrators, Teachers and Support Staff</p>

night, parent-teacher conferences).			
Access to materials and resources are made available to parents for in-school and/or at-home use to support their child's learning and monitor student progress.	Parents , all teachers and supporting staff (service providers, educational assistants	August 2015 - June 2016	Administrators, Teachers and Support Staff

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
This goal will be funded by 21st Century and Title III funds.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
By February 2016 we hope to see an increase in attendance at PTA meetings as well as Parent Workshops.											
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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.

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

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

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 secretary has 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, staff, and paraprofessionals 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.
N/A

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).
N/A

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/information, 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. Teachers use baseline assessments from GoMath before each Unit and then using that data plan the unit accordingly.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	657,296.00	X	
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	230,344.00	X	
Title III, Part A	Federal	22,568.00	X	

Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,945,789.00	X	

¹Explanation/Background:

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

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

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

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

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

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

participation of parents and communities of limited English proficient children in English language instruction programs.

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

Important Note: The following funds may not be consolidated:

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

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 have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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 SCEP 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's Title I Parent Advisory Council (PAC) 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)

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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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.

I. 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 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation 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 will all members of the school community;
- supporting parental involvement activities as requested by parents;

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

II. 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;

III. 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.

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: <u>PS 73X</u>	DBN: <u>09X073</u>
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: <u>97</u>
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
Total # of teachers in this program: <u>6</u>
of certified ESL/Bilingual teachers: <u>5</u>
of content area teachers: <u>1</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

Currently 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

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 departmentalize 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

Part B: Direct Instruction Supplemental Program Information

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 instructed the ELL Academy posses 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 comtemporary 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: _

-
-
-

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, Rtl, 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 os PD sessions and title topics: 5 sessions

Session 1: November 2014 from 4:30- 5:30PM Title: SYOP Presenter: Network ELL Specialist

Session 2: Deceember 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

Part C: Professional Development

Session 5: March 2016 from 4:30-5:30 PM

Title: Aligning Activities to Student Outcome

Presenter Ms. Abreu, AP (Bilingual Certified)

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-
-

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 2014–2015. 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

Part D: Parental Engagement Activities

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 09	Borough Bronx	School Number 073
School Name School of Cutured Pearls		

B. Language Allocation Policy Team Composition

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

Principal Vivian Bueno	Assistant Principal Hilduara Abreu
Coach Susan Escobar	Coach Naomi Little
ENL (English as a New Language)/Bilingual Teacher 2	School Counselor S. Rancharam
Teacher/Subject Area Gloria Zelasco	Parent type
Teacher/Subject Area Frances Marte	Parent Coordinator W. Jackson
Related-Service Provider K. Shine	Borough Field Support Center Staff Member
Superintendent Leticia Rosario	Other (Name and Title) L. Lewis Data Coordinator

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	
Number of certified bilingual teachers currently teaching in a bilingual program	8	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]		Number of teachers who hold both a bilingual extension and TESOL certification	
Number of certified ENL teachers not currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]		Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (excluding pre-K)	792	Total number of ELLs	181	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language	22	27	20	18	17	18								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	184	Newcomers (ELLs receiving service 0-3 years)	167	ELL Students with Disabilities	
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	17	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total	
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
TBE											0
DL	122										0
ENL	45			17							0
Total	0	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE	22	30	27	25	20	14	18	3	17	7	18	7							0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): <u>24</u>	Number of students who speak three or more languages: <u>2</u>
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Freestanding English as a New 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	27	46	21	26	24	30								0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French			1	1	1									0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other TWI, FU		1	1	1	1									0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	8	9	3	2	5	9								0
Emerging (Low Intermediate)	3	7	7	4	7	5								0
Transitioning (High Intermediate)	9	13	1	1	5	2								0
Expanding (Advanced)	7	17	9	15	9	13								0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	19	1	0	0	0
5	21	2	0	0	0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4	11	10	0	4	1	1	0	0	0
5	9	14	1	1	0	1	0	0	0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	3	5	2	6	4	5	1	1	0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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)	11	35	24	0	5	12	9	0
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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? 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 NYSITELL, NYSESLAT, TCRWP in English and Spanish, Orton Gilligham (OG) for emerging readers, Estrellita (for Spanish reading), students' math and writing portfolios, 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
 - What is revealed by the data patterns across proficiency levels (on the NYSITELL and NYSESLAT) and grades? Of the 179 ELLs who took the 2015 NYSESLAT at PS 73X, 5% (9 students) scored Commanding, mostly in the upper grades. 26% (110 students) performed at the expanding level, more than half in the upper grades. 34% (110 students) performed at an transitional level. 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 NYSITELL and scored Entering.

3. 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 scaffold and flexible grouping, with an emphasis on vocabulary.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

What is revealed by the data patterns across proficiency levels (on the NYSITELL and NYSESLAT) and grades? Of the 179 ELLs who took the 2015 NYSESLAT at PS 73X, 5% (9 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 NYSITELL and scored Beginner. .

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

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 past year, our current fourth and fifth graders in the Freestanding ESL program made minimal 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 scaffold and flexible grouping, with an emphasis on vocabulary.

4. For each program, answer the following:

- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- What is the school learning about ELLs from the periodic assessments? How is the home language used?

A.

There are several patterns across proficiencies and grades in the content area performance of ELL students in the Stand Alone ENL, TBE and Dual Language programs. Of the ELLs who took the math state exam in third grade, about half took it in English (the Stand Alone ENL and 1/2 of Dual Language population) and the other half in Spanish (the TBE and 1/2 of Dual Language 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 ENL and TBE ELLs, with 11% scoring a Level 2 and 89% scoring a Level 1.

In fourth grade as in third grade, about half of the ELLs took the state math exam in English (Stand Alone ENL) and the other half in Spanish (Dual Language). Also as in the third grade, both sets scored more or less the same on the math exam (about 5% scoring a Level 3, 24% scoring a Level 2 and 75% scoring a Level 1 in both programs) and on the ELA exam (95% of ELLs scored Level 1 and 5% scored a Level 2). After analyzing the data and looking closely at the Scale Scores it was determined that the Level 1s were high Level 1s.

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, 6% scored a Level 4, 30% scored a Level 3, 35% scored a Level 2,

and 29% scored a Level 1. Of ELLs who took the English version of the exam, 6% scored a Level 4, 40% scored a Level 3, 20% scored a Level 2, and 30% scored a Level 1.

In analyzing this data, we can determine that while the students in the Stand Alone ENL and DL programs perform similarly on the math, ELA and Science, the former performs better on the science.

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 ENL methodology. The school leadership also organized an ELL team to participate in the Program Evaluation Toolkit that helps identifies strengths and weaknesses of the ELL programs. This was then used to provide staff with materials and training they need in the four domains. The school leadership also provides for extra planning time throughout the week for teachers of ELLs. In addition, an after school program (funded by the Title III) provides additional support to ELL in both languages and uses the periodic assessments to group ELLs and assign the proper certified teachers to work with those 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 ENL and bilingual education. In terms of how the native language is used, Spanish is taught in the DL classroom. In the DL classrooms, Spanish and English hold equal importance, with 50% of instruction received in Spanish and 50% in English. Materials are available in these programs to support both English and Spanish instruction.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [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 ENL 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. 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 student's new language development is considered in instructional decisions?

In all lesson plans, teachers of English 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 ENL and SSL instructional strategies across content areas so they can perform at city and state grade levels. ENL strategies include but are not limited to: scaffolding, TPR, songs and chants, repetition, graphic organizers (i.e. tables, flowcharts, graphs and story maps), modeling, interactive read alouds, retelling, sequencing, thematic units, language experience approach, academic accountable talk and use of picture dictionaries. Both the Blanced Literacy Model in ReadyGen and Go Math support differentiated instruction to enhance the cognitive, linguistic, and academic growth of our ELL students. They participate in read alouds, independent reading, shared and guided instruction and mini-lessons. ELL students work with challenging and authentic activities that meet their unique learning styles and participate in special events that recognize the diversity of their cultural backgrounds. We address the students' different learning styles and English modalities, including through the use of computers and smartboards to meet their multisensory (i.e. visual, auditory and kinesthetic) learning needs

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other 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. Beginning this year PS 73 has become a Dual Language School(Pre-Kindergarten through Fifth Grades)so students in Grades 3-5 will take the state assessments this year. Refer to Question 6.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
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. Although the majority of the ELLs scored a Level 1 on the 2014 Math and ELA state exams, it was determined by analyzing the Scale Scores that the Level 1 were high Level 1. Also our ELL population includes student with only 1 year in the school system and they are not proficient in their Native Language..

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

Fall Most Home Language Identification Surveys (HLIS) and interviews are conducted prior to the new school year. However, within the first five 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 NYSITELL 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 NYSITELL determines his entitlement to English New Language (ENL) 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/ENL team of trained pedagogues (Bilingual Coordinator - J. Barroso, ENL Teachers - J. Klauber, H Abreu, ELL supervisor) to determine whether a child is eligible to receive the NYSITELL 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 ATS official class lists-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/ENL’ team.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

PS 73 will determine whether the student has had prior schooling interruption or inconsistency in their former schooling based on the HILS form. Each student is given the Oral Interview Questionnaire . Then PS 73 Bilingual Team will administer the Literacy Evaluation for Newcomers Sife (LENS). No later than 30 days SIFE status is indicated in the DOE Data Collection System (BNDC). For one year students will be evaluated to determine their SIFE status.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to *ELL Policy and Reference Guide, ELL Identification* section).
Paste response to question here:
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
Paste response to question here:
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section).
Paste response to question here:
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? 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, G. Aponte and J. Atalla) 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 Stand Alone ENL 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.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
 When PS 73 enrolls a new student a member of the Bilingual Team informs the parent of the three models of bilingual education (even though we only offer two options).
 Parents are then invited to an Orientation to view the different programs available in their preference language. Parents are then given a selection form.
 Parents must return the form within 5 calendar days. If the forms are not returned the PS 73 Bilingual Team will make telephone calls to the child's home. If the parent has still not been reached the student will be placed in an ENL class or Dual Language Class. All copies of documents will be placed in the office of the Bilingual Supervisor. We enter the completed program selection form information in the designated ATS ELPC screener. The original forms are then placed in the student's permanent record.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
 Our school ensures that PaPS 73 will, within five school days of ELL determination inform parents of the NYSITELL results using the NYC DOE standard parent notification letters.
1. Entitlement Letter
 2. Nonentitlement Letter
 3. Continued Entitlement Letter
9. Describe how your school ensures that placement parent notification letters are distributed.
 PS 73 will, within five school days of ELL determination inform parents of the NYSITELL results using the NYC DOE standard parent notification letters.
1. Entitlement Letter
 2. Nonentitlement Letter
 3. Continued Entitlement Letter
- Our school ensures that entitlement letters are returned. 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.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

All original HILS, Parent Survey, Parent Selection Forms, non-entitlement and entitlement letters are kept in the student's permanent records. Copies of those same documents are kept in the office of the Bilingual Supervisor.

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

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Each Spring ELLs are tested to evaluate their English proficiency using NYSESLAT. PS73 will ensure that we send letters to the parents of students who are entitled continued services. Letters are sent home in the language of preference no later than September 15 of the schoolyear in which the student continues to be entitled.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

In general PS 73 parents request the Dual Language Program. Parents who don't use the Dual Language Program choose Stand Alone ENL. Therefore our school has aligned our program models with parent requests.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - a. Freestanding ENL program.

Our program implements Dual Language, and Stand Alone ENL program with a Pushin/Pullout model. All classes are grouped heterogeneously with mixed proficiency levels. The language of instruction in the DL classes are Spanish and English, and the Stand Alone ENL classes are English only. PS 73 is a Dual Language school. All DL classes (grades K-3) receive their instruction from certified bilingual teachers. The DL program follows the 50/50 side-by-side and self contain models. 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 3-5 grades, 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. All K-5th grade ELL students in general education, ICT, and Special Education classes receive their instruction from a certified general education or special education teacher, while their ENL instruction is delivered by an ENL certified teacher in a Pushin/Pull-out model. The LAB-R and NYSESLAT results are used to plan program instruction. Students who are at entering, emerging and transitioning levels receive 360 minutes a week of ENL services and expanding ELL students receive 180 minutes a week as per CR Part 154. Part V: ELL Programming Page 50 The programs follow the heterogenous model. All the aforementioned ENL 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.

b. TBE program. *If applicable.*

Paste response to questions here:

c. DL program. *If applicable.*

Paste response to questions here:

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

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 NYSITELL or NYSESLAT. In compliance with CR Part 154, ELL students who are at entering, emerging and transitioning levels receive 360 minutes a week of ENL services and those that are at the expanding 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 classes receive ENL 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. ELL students in the stand alone ENL program receive their services in a Push-in/Pullout model by certified ENL teachers.

3. Describe how core content is delivered in each program model. 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.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards. Across all programs, scaffolding, differentiation and small group instruction are used to meet the demands of the Common Core Learning Standards. In the DL program, all ELLs receive the same academic content as those who are native English speakers. In the DL program in first and second grade, approximately 50 students are shared between two teachers. One group receives instruction in Spanish all day, while the other in English all day. The following day, the students switch the language of instruction (those who were with the Spanish teacher switch to the English teacher and vice versa) and lessons are continued from the previous day. To make sure that all content is covered, the DL teachers are given time for weekly planning sessions in addition to the weekly grade meetings. In Kindergarten and 3rd grade, a Self-Contained model is used and teachers and students stay in the same classroom every day. However, language alternates between Spanish and English every other day, and lessons are continued from the previous day. To ensure students' academic progress in the stand alone ENL program, we utilize collaborative core curriculum planning between classroom teachers, clusters and ENL 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. 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 and ENL 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 home languages throughout the year?

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 and Spanish OG. ELLs K-5 are assessed with the Spanish TCRWP and DRA. 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

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year? All ENL 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 each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

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. The SIFE population in our school is supported with the SIFE 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. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

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: SETSS, ENL, Extended

8. 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?

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

Page 52 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 all ELLs as required under CR Part 154 360 minutes per week 360 minutes per week 180 minutes per week ELA instruction for all ELLs as required under CR Part 154 180 minutes per week FOR TBE /DL PROGRAMS: Native Language Arts 45 minutes per day 45 minutes per day 45 minutes per day NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12 Beginning Intermediate Advanced ESL instruction for all ELLs as required under CR Part 154 540 minutes per week 360 minutes per week 180 minutes per week 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 ENL teachers and service providers -consistent scheduling of ENL 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

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

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

Page 52 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 all ELLs as required under CR Part 154 360 minutes per week 360 minutes per week 180 minutes per week ELA instruction for all ELLs as required under CR Part 154 180 minutes per week FOR TBE /DL PROGRAMS: Native Language Arts 45 minutes per day 45 minutes per day 45 minutes per day NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12 Beginning Intermediate Advanced ESL instruction for all ELLs as required under CR Part 154 540 minutes per week 360 minutes per week 180 minutes per week 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 ENL teachers and service providers -consistent scheduling of ENL 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

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

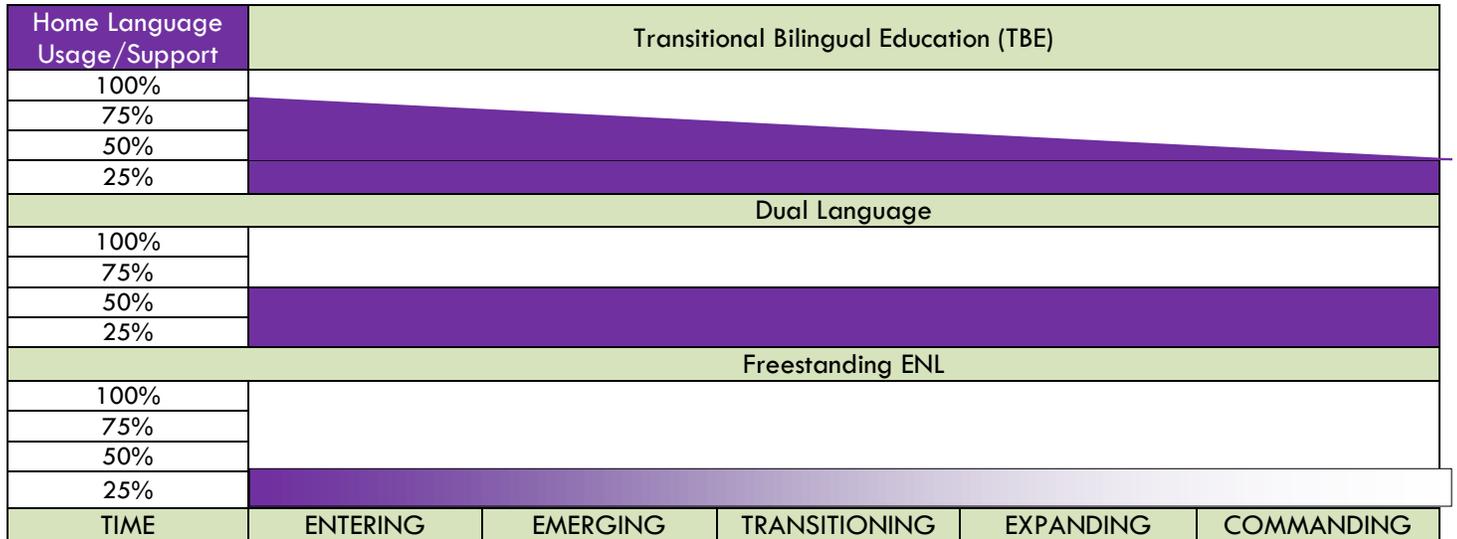


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

We have teachers that are certified, some with Bilingual and esl licensing and strong staff development. We participate with other schools by doing intervisitation, common planning, we also have consultants in the area of dual language, translanguaging, and Early Teaching Matters as well as consultants from Harvard University focusing on Teacher's round.
12. What new programs or improvements will be considered for the upcoming school year?

We participated in an intensive summer institute for dual language where teachers met with the consultant at the end of June and beginning of July of 2015 to prepare for the new academic year. We worked on rubrics and graphis oraginiers in Spanish for listening, speaking, reading and writing. We also did some curriculum planning as well for the first three units of the school year.
13. What programs/services for ELLs will be discontinued and why?

We discontinued transitional bilingual in fifth grade because we moved towards a dual language school.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

The programs are offerd to all students who are classified as ells, we advertise, send letters home, parents apply and they send the children to our school to receive these services.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

We use Family Plaza, Safari library (in both languages). We also use National Geographic.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

We have a dual langauge 50/50 model. In regards to ENL, we use a push in and a pull out model. It depends on the number of children who need the service. ENL is given to entering, emerging and transitioning children. 180 minutes are given to expanding and commanding.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

All the materials are age appropriate and engaging for all students to become actively engaged in all four areas of language acquisition: listening, speaking, reading and writing. We also foster the cultural aspect of the children's background into the curriculum.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

We meet with the parents in June. During registration, we talk to the parents about different programs that we offer. The guidance and the parent coordinator are also involved. All other activities include ells, like student counsel, graduation events,
19. What language electives are offered to ELLs?

We have Spanish dual language programs.
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

We use a fifty /fifty side by side model in all grade levels. We also include self contained dual language models in some classes as well. The language of instruction is divided as follows: one day content is given completely in English and the next day, content is given completely in Spanish, we don't translate what was taught the day before. We just continue with the flow of the lesson, we just change the language. At times, we do simultaneous language teaching (depending on the level of difficulty)

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.) 2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards? 3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school? 4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P. 1 and 2. The teachers' professional development plan includes participation in professional conferences and workshops offered through the NYCDOE Office of English Language Learners (OELL). These professional training opportunities address effective ways of stimulating literacy, math and content area language development in the second language of both English and Spanish dominant students. As a result, English speakers will develop English language competency in speaking, listening, reading and writing without compromising academic performance by their involvement in a DL program. Likewise, the ELLs will develop high levels of speaking, listening, reading and writing ability in their native language without foregoing its development as they accelerate their English language development. 3. The parent coordinator and the bilingual guidance counselor provide all parents and students the necessary information about middle schools' requirements and placement. These staff members help ELL students make the proper school choice as they transition from elementary to middle school. In addition, the ELLs in 5th grade that are moving to a middle school the following year participate in the 5th Grade Academy. Six weeks prior to graduation, classroom teachers become content specialists and classes move from teacher to teacher throughout the day in the way they would in a middle school. In this way, ELLs experience a new schedule in an environment in which they feel comfortable. 4. On staff development days, the bilingual coordinator and/or ESL teacher, members of RBE-RN, and the NYCDOE OELL provide numerous ELL workshops and over professional development. All classroom teachers receive instructional support in ESL methodology. Attendance is taken and records are kept in the teachers' files.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Paste response to question here:
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Paste response to question here:
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
Paste response to question here:

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

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.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Paste response here:

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

Paste response to question here:

5. How do you evaluate the needs of the parents?

Paste response to question here:

6. How do your parental involvement activities address the needs of the parents?

Paste response to question here:

D. Additional Information

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

Paste response here:

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Vivian Bueno	Principal		10/31/15
Hilduara Abreu	Assistant Principal		10/31/15
Wanda Jackson	Parent Coordinator		10/31/15
J. Klauber	ENL/Bilingual Teacher		10/31/15
	Parent		10/31/15
Gloria Zelasco	Teacher/Subject Area		10/31/15
Frances Marte	Teacher/Subject Area		10/31/15
Susan Escobar	Coach		10/31/15
Naomi Little	Coach		10/31/15
S. Rancharam	School Counselor		10/31/15
Leticia Rosario	Superintendent		10/31/15
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **09X073** School Name: **PS 73X**
Superintendent: **Mrs.**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learn DOE.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

The data and methodologies we use to assess language preferences of the parent community at PS 89X is first to administer the Home Language Identification Survey, and then to conduct a thorough parent interview in the language of preference by a licensed pedagogue. Once the parent has filled out their language preference form, Student Emergency card, and language home survey, the data is entered manually into ATS. We use the RAPL report in ATS to ensure that all written communication is sent home in the parent's language of preference. The Language Access Coordinator (LAC) Hilduara Abreu, also surveys parents to further confirm the parent's preferred language. Preparation for the translation of written documents occurs two months in advance of distribution. The documents are drafted in English and then given to an appropriate staff member or sent to the Translation and Interpretation Unit for translation. In our school we have several staff members who serve as written translators for most of our high incidence languages including Spanish and French. The remainder of the translation is performed by the Translation and Interpretation Unit. When all translated versions of the documents are received they are copied and collated into grade level classes.

Timely provision of interpretation services at group and one-on-one meetings upon request when such services are necessary for parents to communicate with teachers, guidance counselors, school nurse and/or other school staff regarding critical information about their child's education. The budgetary and staffing resources are used to fulfill those needs in compliance with the notification requirements in Section VII of Chancellor's Regulation- A-663.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

The large percentage of students are from Spanish speaking households. Through the language preference forms parents have indicated that there is a great need to provide language assistance (translation and interpretation services). We also have a growing population of French families. In order to help our families we ensure that information is offered in their home language. The findings are reported to the school community through Parent meetings/ workshops and School Leadership Team Meetings, at the time in which parents fill out a Language Preference Form.

Currently the following languages are represented in our school in Grades PreK-5 based on the Home Language Identification Surveys: Spanish, French, Albanian, Urdu.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

To ensure that the parents are provided with appropriate and timely information in their native language, all written communication to parents will be translated in parents' preferred language. This service will be provided by either staff, parent/community volunteers, or through the NYC DOE Translation and Interpretation Service.

All school generated documents are in the preferred language of the parent/guardian and translate. NYCDOE documents are downloaded in all covered languages and sent home to parents. To ensure that parents are supported in their native language, at the time of enrollment parents/guardians are asked to complete a document that records their preferred language of communication, both written and oral. Written services in their preferred language will ensure that parents have accessibility to be informed of all school activities.

- Letters indicating student ELL status and placement
- Parent Teacher Association notices
- Letters for Parent Teacher Conferences
- Letters for workshops, flyers, and hand-outs
- Calendars, Newsletters, any information pertaining to testing, overview of school curriculum.
- Letters specifying information about workshops (e.g. Common Core Learning Standards, etc.)

In the event that there is no pre-populated translation on the DOE website, or any pedagogue or parent volunteer who is proficient in a parent's preferred language, the office of Translation Services will be notified to provide assistance.

Vital Department of Education information, such as report cards and promotion in doubt letters, will be downloaded/ordered in the languages that represent our school population. Important and time-sensitive information and letters will be given to translators well in advance of scheduled meetings, conferences, and workshops to ensure that materials are available in the parents' native languages when needed. Oral interpretation services will be provided in school by the school staff (Parent Coordinator, Literacy/Math Coaches, teachers, parent volunteers, Principal, and Assistant Principal) who are fluent in

English and Spanish. In the event that there is no pre-populated translation on the DOE website, or any pedagogue or parent volunteer who is proficient in a parent's preferred language, the office of Translation Services will be notified to provide assistance.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Formal face- to-face meetings with parents/guardian that take place throughtout the school year are;

- Parent Orientation- Beginning of the school year- September
- Parent Teacher Conferences- 3 times a year- Nov, March & June.
- Curriculum Overview Meetings- Beginning of the school year- September.
- On-going IEP's Meetings- These meeting occur throughtout the school year.
- One-to-one meeting with Principal, Assistant Principal, Counselors, Parent coordinator

In addition, our school staff working with the English Language Learners will meet individually with the parents of the ELLs at least once a year to discuss the goals of their child's program, their child's language development progress, their child's English language proficiency assessment results, and language development needs on all content areas.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Our school has designated bilingual pedagogues, family workers, Bilingual Coordinator and LAC to assist in the oral translation of assisting faculty members in their communication with parents who indicate a preferred language other than English. In the event that a parent's preferred language is not a language in which any pedagogue or staff member expresses proficiency, parents are provided with the option of having an adult family member accompany them to one-to-one meetings and/or workshops. In the event that the school cannot provide adequate translation services the Office of Translation Services is contacted. Our interpretation needs are met through the support of designated bilingual pedagogues. In the event that the school cannot provide adequate translation services the Office of Translation Services unitis contacted.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

The school designated Language Access Coordinator (LAC) provides staff members with all details pertaining to translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Each classroom displays a Language Identification Guide to better assist parents/guardian.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

To ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service, the NYC DOE Translation & Interpretation Unit Brochure and copies of Language ID Guides will be distributed to all staff members. The Translation and Interpretation phone number is posted in the main office for all staff to refer to when contacting parents.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

The Welcome poster is posted at the main entrance to our Main Building to ensure parents are fully aware of translation services available at the school.

a.. The Language ID guide is available at the security desk and the main office to assist parents in identifying their preferred language and support them with translations services. A copy of the notice informing parents about their rights regarding translations and interpretations services will be distributed. Parents will also be made aware of these rights during meetings with school staff, i.e., conferences, IEP meetings, etc.

b. Signs offering translation services and assistance in the parents' respective languages will be posted in the main office and by the security desk.

c. The locations of the signs will be stated in the school's safety plan. The safety plan will contains procedures for ensuring that parents in need of language access services will not prevented from reaching the school's administrative offices solely due to language barriers.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Notification requirements are displayed visibly at the entrance of the school. The Language Identification Guide and Inf Card on Interpretation Services are distributed to staff including security at the front desk.

The feedback from parents on the quality and availability of translation and interpretation services will be assessed using surveys (which allow parents to specify areas in which they need help), through conversations, and PTA meetings. We will use the information gathered from the surveys to evaluate whether our translation and interpretation services address the needs of the parents. We will regularly adjust our procedures and implement new ones to address parental needs.