



**PS 75
2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: DISTRICT 8, BRONX, 08X075
ADDRESS: 984 FAILE STREET, BRONX NY 10459
TELEPHONE: 718-860-1630
FAX: 718-8604480

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: PS 75 **SCHOOL NAME:** PS 75

SCHOOL ADDRESS: 984 Faile Street, Bronx NY 10459

SCHOOL TELEPHONE: 718-860-1630 **FAX:** 718-860-4480

SCHOOL CONTACT PERSON: Marines Arrieta-Cruz **EMAIL ADDRESS:** marriet@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Dorothy Evans/Sharin Tirado

PRINCIPAL: Marines Arrieta-Cruz

UFT CHAPTER LEADER: Phyllis Murray

PARENTS' ASSOCIATION PRESIDENT: Terry Lambert

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 8 **CHILDREN FIRST NETWORK (CFN):** CEI-PEA

NETWORK LEADER: Alan Cohen

SUPERINTENDENT: Timothy Behr

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Marines Arrieta-Cruz	*Principal or Designee	
Phyllis Murray	*UFT Chapter Chairperson or Designee	
Terry Lambert	*PA/PTA President or Designated Co-President	
Terry Lambert	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Dorothy Evans	Member/UFT	
Evangeline Mercado	Member/UFT	
Sharin Tirado	Member/UFT	
Valerie Ramos	Member/Parent	
Samantha Torres	Member/Parent	
Tiffani Astwood	Member/Parent	
Vacancy	Member/Parent	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

P.S. 75 is an up and coming school located in the Hunt's Point section of the South Bronx with over 600 students in grades Pre-K - 5. In addition to our Black and Latino students, we have a diversity of cultures represented in our school including Africa and the Middle East.

We pride ourselves in opening our school to serve the community. Our Parent Coordinator facilitates parent workshops in the content areas and a plethora of parent issues. Parents participate in art classes and trips to local museums and other cultural venues. We welcome the community through a variety of educational activities such as Saturday ESL, GED and weekly computer classes. Each year we open our school on Thanksgiving Day. Staff members proudly volunteer their time and donate meals to help feed the needier members of our school community.

We have instituted small class sizes in grades 1-5 in order to provide students with individualized attention and small group instruction. We expanded our same gender classes to every class in the fifth grade and two additional classes in the fourth grade. Our instructional program includes a rounded arts component: drama, music and visual arts. Every year our students participate in a holiday presentation and sing-along, a spring time drama production and for the first time this year, a string orchestra concert. As part of our 5th grade moving up, our students participate in a sleep-away camp trip where they participate in activities designed to build self-esteem. These opportunities have enabled us to build our students' experiences outside of their community. Our school is a community of learners. Collaborative planning time and inter-visitations are an integral part of programming which promotes our teachers' efforts to continually grow professionally. In addition, our teachers benefit from a variety of professional development opportunities including AUSSIE and Math Project, Literacy Coach, Math Staff Developer and in-house Mentor for new teachers.

In order to achieve the goal of helping students become life-long learners, we have built into our instructional program partnerships with the City Year Group, VH1 and an Art residency for parents. These partnerships continue to enhance our school environment as well as student achievement through clubs, activities, and tutoring services. Additionally, our school focuses on the whole child by partnering with Urban Health, a full-service medical office on site, and South Bronx Mental Health Clinic, a counseling and psychological care clinic with free services to our parents and students on site.

Our mission is to ensure success for all our students. It is through the dedication of our staff and the deliberate implementation of our programs and curriculum, that we have earned an A rating on our NYC Department of Education progress report for 2009-2010. The P.S. 75 community will continue to work towards achieving higher standards and improving student outcomes for all our students.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

CEP Section III: School Profile Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010) SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 075						
District:	8	DBN:	08X075		School BEDS Code:	320800010075	
DEMOGRAPHICS							
Grades Served:	Pre-K	√	3	√	7	11	
K	√	4	√	8	12		
1	√	5	√	9	Ungraded	√	
2		√	6	10			
Enrollment				Attendance - % of days students attended:			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	(As of June 30)
Pre-K	36	36	30	89.9	91.2		TBD
Kindergarten		106		113	102		
Grade 1	110		116	92			Student Stability - % of Enrollment:
Grade 2	109	105	106	2007-08	2008-09	2009-10	(As of June 30)
Grade 3	125	93	101	87.5	89.1		TBD
Grade 4		105		134	89		
Grade 5	105		110	130			Poverty Rate - % of Enrollment:
Grade 6	0	0	0	2007-08	2008-09	2009-10	(As of October 31)
Grade 7	0	0	0	91.2	93.2		96.9
Grade 8		0		0	0		
Grade 9	0		0	0			Students in Temporary Housing - Total Number:
Grade 10	0	0	0	2007-08	2008-09	2009-10	(As of June 30)
Grade 11	0	0	0	18	60		TBD
Grade 12		0		0	0		
Ungraded	7		4	4			Recent Immigrants - Total Number:
Total	703	711	654	2007-08	2008-09	2009-10	(As of October 31)
12		13		16			
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	(As of June 30)
# in Self-Contained Classes	70	47	35	2	6	TBD	Principal Suspensions
# in Collaborative Team Teaching (CTT) Classes	25	50	68	10	5	TBD	Superintendent Suspensions

Number all others		21		34		30	
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:			
2007-08		2008-09		2009-10		(As of October 31)	
0		0		0		CTE Program Participants	
0	0		0			English Language Learners (ELL) Enrollment: (BESIS Survey)	Early College HS Program Participants
(As of October 31)		2007-08		2008-09		2009-10	
# in Transitional Bilingual Classes	46		94	99		Number of Staff - Includes all full-time staff:	
# in Dual Lang. Programs	0	0	0	2007-08	2008-09	2009-10	(As of October 31)
# receiving ESL services only	86	45	37	64	65	TBD	Number of Teachers

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

Data Source: The New York State School Report Card 2009-2010

Based on the new scale scores approved by the Board of Regents in August 2010, our school's data as compared to previous year will appear as having dropped significantly. This decline in performance is due to the change in the requirements to achieve a higher proficiency rating per level. It would not be accurate to compare the previous year's data due to the significant changes in the scales. However, the team decided to leave the trends' analysis for 2008-2009 in order to provide historical data that shows the progress our students have made over the last 3 years. The 2010 data is listed separately below:

2010 Student Performance for English Language Arts and Math as follows:

- **ELA-**
All student group: 29% levels 3&4, 51% level 2 and 20% level 1
SWD- 9% level 3, 34% level 2 and 57% level 1
ELLs- 14% levels 3&4, 60% level 2 and 26% level 1
- **MATH-**
All student group: 53% levels 3&4, 35% level 2 and 12% level 1
SWD- 17% levels 3&4, 46% level 2 and 37% level 1
ELLs- 43% levels 3&4, 39% level 2 and 18% level 1

ELA Performance Trends: In 2010 six out of six subgroups made Adequate Yearly Progress (AYP). The Students with Disabilities subgroup did not made AYP by meeting the safe harbor. However in 2009 our SWDs did not make AYP, as a result, our school P.S. 75 has been identified as a Title I School Improvement Status- Restructured Advanced. This group's performance trends if further analyzed in the next section. Additional instructional

support in ELA remains a top priority for all of our students. Thus, the progress of the SWDs student group will be carefully monitored through the analysis of data from ARIS, the Progress Report and shared inquiry work.

Math Performance Trends: For the 2007-2009 years, **all student groups (6 out of 6)** met AYP and participation rates in Mathematics. For the last two years all our students have made significant progress and the Safe Harbor was not required to make AYP. This data highlights the tremendous progress that we have made in the area of mathematics.

Science Performance Trends: Data from the 2007-2010 accountability status reports, all our students met the participation rate as well as the AYP

This 3 year analysis is provided to show historical data prior changes made by the State on the scale scores

2007-2009 THREE-YEAR TRENDS ANALYSIS OF ELA PERFORMANCE

TOTAL SCHOOL - ALL TESTED STUDENTS ELA PERFORMANCE ON STATE ASSESSMENTS								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2009	15	4.8	103	33	189	60.6	5	1.6
2008	30	9.4	129	40.6	154	48.4	5	1.6
2007	57	14.9	192	50.1	132	34.5	2	0.5

Total School Trends: Over a three-year period from 2007 –2009, the percentage of all-tested students scoring at Level 1 on the ELA assessment decreased from a high of 14.9 % to 4.8 (-10.1%). The percentage of students scoring at Level 2 decreased from a high of 50.1% to 33% (-17.1). Students scoring at Level 3 increased from a low of 34.5% to 60.6% (+26.1). And there was a marginal increase in the percentage of students scoring at a Level 4 from 0.5% to 1.6% (+1.1)

**DATA SOURCE: A THREE-YEAR ANALYSIS OF PERFORMANCE TRENDS IN ELA
DISAGGREGATED BY TARGETED STUDENT GROUPS**

GRADES 3-5 - STUDENTS WITH DISABILITIES ELA PERFORMANCE ON STATE ASSESSMENTS								
Year	Level 1 #	Level 1 %	Level 2 #	Level 2 %	Level 3 #	Level 3 %	Level 4 #	Level 4 %
2009	12	22.2	31	57.4	11	20.4	0	0
2008	17	23.9	39	54.9	15	21.1	0	0.0
2007	33	45.2	30	41.1	10	13.7	0	0.0

Special Education Trend: Over a three-year period from 2007–2009, the percentage of special education students scoring at Level 1 on the ELA assessment decreased from a high of 45.2% to 22.2% (-23%). The percentage of Level 2 students increased from a low of 41.1% to 57.4% (+16.3). The percentage of Level 3 students increased from a low of 13.7% to a high of 20.4% (+6.7). **Our school zoning report indicates that PS 75 has a disproportionate number of students with disabilities not zoned to our school and or**

district. In testing grades 22 out of 55 students or 40% of our 3rd, 4th and 5th grade SWDs are not zoned to our school.

**DATA SOURCE: A THREE-YEAR ANALYSIS OF PERFORMANCE TRENDS IN ELA
DISAGGREGATED BY TARGETED STUDENT GROUPS**

GRADES 3-5 – LEP ELA PERFORMANCE ON STATE ASSESSMENTS								
Year	Level 1 #	Level 1 %	Level 2 #	Level 2 %	Level 3 #	Level 3 %	Level 4 #	Level 4%
2009**	4	6.7	30	50	25	41.7	1	1.7
2008**	10	20	30	60	9	18	1	2
2007**	28	33.3	45	53.6	11	13.1	0	0.0

****Changes in testing for ELLs**

LEP Student trend: Our upward trend in LEP students’ scores has shown a 3 year gain in levels 3 and 4 from a low of 13.1% in 2007 to a high of 43.4 in 2009. For the last 2 years, our LEP students have made their safe harbor and or EAMO targets. We reduced the number of LEP students in level 1 from a high of 33.3% in 2007 to a low of 6.7% in 2009. Even with the upward trend in scores, 50% of our ELLs are in level 2. This indicates the need for an accelerated curriculum reinforced with additional ESL methodologies that will assist our students’ progress toward levels 3 and 4. The introduction of self contained ESL classes to instruct our LEP students has proven to be a successful strategy. Our school will continue to monitor this subgroup’s progress in order to continue to increase its performance.

THREE-YEAR TRENDS ANALYSIS OF MATH PERFORMANCE

TOTAL SCHOOL - ALL TESTED STUDENTS MATH PERFORMANCE ON STATE ASSESSMENTS								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2009	11	3.5	27	8.5	219	69.3	59	18.7
2008	21	6.4	61	18.7	211	64.5	34	10.4
2007	40	10.4	102	26.6	195	50.9	46	12.0

Total School Trend: In 2009 88% of our students performed at levels 3&4 which was a 13.1 point increase from our 2008 scores. We have consistently decreased our level 1 students as evidenced by the three year data above. Additionally, our percentage of level 2 students has decreased to 8.5% from a high of 18.7% in 2008. **This positive trend is also detected in the percentage of level 4 students which increased from 10.4% in 2008 to 18.7% in 2009.** Our performance in the **ALL TESTED** group is significant and we will continue to provide all our students with the strategies needed to continue to increase the performance of our level 1 and 2 students while continuing to differentiate instruction in order maintain and increase the percentages of students performing at levels 3 and 4.

2007-2009 HISTORICAL SUMMARY OF DATA ANALYSIS/FINDINGS

<i>The ELA performance data indicates our level 1 students at the lowest levels in</i>
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the past three years. Our level 3 students also at highest levels with our total levels 3&4 at 62.2%. Although this is a positive trend that allowed the school to make our EAMO in the ALL Students, Black Students, Hispanic Students, LEP and Economically Disadvantaged Students groups; our SWD failed to make EAMO. We are currently a SINI Restructured - Advanced school based on the performance of this subgroup. Our school's demographics indicate a SWD population of nearly 17%. A review of this program revealed that many of our SWD were placed in self-contained classes with limited opportunity to interact in less restrictive environments such as Collaborative Team Teaching classes. Although our LEP students have made their State target over the last two years we continue to monitor and make instructional decisions that provide these students of the best opportunity to learn English. Math performance data for the past three years indicates a positive trend. Our students' performance in math is at the highest levels in 3 years, with 6 out of 6 subgroups making AYP. Based on our Acuity and simulation assessments our students are experiencing most difficulties in problem solving, measuring and graphing. We will utilize this data to develop professional development programs that assist teachers in improving our students; outcomes on these areas.

Accomplishments

Data Sources: Progress Report, Quality Review, State Report Card

Our school received a B designation in our Progress Report for the 2009-2010. Through the use and study of data derived from several systems including the Quality Review, State Report Card, Test Simulations, ARIS, Acuity Assessments and teacher made assessments our school has enhanced our ELA and Math programs. Teachers are learning to utilize this data to inform instruction, differentiate lessons and feel highly accountable for the progress of their students. Our AIS program is monitored and revised to address the needs of our students based on the ongoing data in the various content areas.

Teachers' feedback is an important component of our program's monitoring system. Our AIS teachers confer with classroom teachers via articulation meetings and reports.

Academic Intervention Services are provided to all level 1 and low level 2 students including special education and ELL students. The school currently has two READ 180 labs dedicated to the instruction of pushable level 2 and slippable level 3 students. An additional lab is used by teachers to provide students with additional time on task with the Acuity and other web based programs. Our test preparation program includes the implementation of full simulations every 6 weeks. Once the students complete the simulations, the results are quickly tabulated and provided to teachers with an item skills analysis. The written response portion of the test is scored by the teachers during their common planning periods. This data is utilized by the teachers to adjust instruction.

Through the purchase of additional teachers, our school has been able to implement small class ratios in all grades. Additional ESL certified staff has also been hired in order to support an ESL self-contained model. These teachers will provide our ELLs with grade level curriculum utilizing ESL strategies as a support. Additional periods of literacy instruction have been added to our SWD in CTT and self-contained classes weekly.

Our professional development model include a Literacy Coach, Math Staff Developer, an

in-house Mentor and Consultancies by the Math Project, RIGBY and an AUSSIE. Teachers are provided with model lessons, common planning support, monitoring of program implementation and feedback sessions. Attendance improvement is a priority for our school. To this end, we have a number of strategies in place. These include the celebration of attendance bulletin board, incentives such as popcorn and a movie, awards and assemblies. We believe that the progress reflected in our school's Progress Report due in great measure to the implementation of our AIS, after-school programs and the collaborative work of all our teachers. Our professional development program is an additional component that has contributed to the improvement of teacher skills in the implementation of curriculum and data analysis. The process of inquiry work has been expanded to include a variety of teachers in different grade levels in order to improve student outcomes for our students performing at the lowest third school wide.

AIDS TO CONTINUOUS IMPROVEMENT

Data Sources: Quality Review 2007, School Organization, Professional Development Plan

According to the results of our last Quality Review, our school has made good progress in developing its capacity to collect data and to monitor student performance. Analyzing data and using data to meet the needs of individual students has certainly assisted in improving our student outcomes. In addition, the reviewer stated that our Principal (Mrs. Arrieta-Cruz) is highly focused on improving student outcomes and is well supported by her extended cabinet which includes three assistant principals, a literacy coach and math staff developer.

Practices that assist our school in meeting the needs of individual students are:

- A Literacy Coach and Math Staff Developer provide support for teachers with instruction by coordinating and conducting professional development. A part-time mentor will assist new teachers through our mentoring program.
- Professional Development is an integral part of our school program and provides opportunities for teachers to learn best practices. We enlist consultants from Read Well for our K-2 literacy program and NYC Math Project, AUSSIE for grades k-5.
- A Data Specialist to compile all data from test simulations, interim assessments and other formal and informal assessments.
- Common planning for all grades to support collaboration and sharing of best practices. Teachers in grades K-5 have daily common planning periods. This program structure creates great opportunity for grade common meeting and planning.
- Class size reduction in grades 1-5 maximizes instruction and helps teachers meet individual student needs.
- Data is analyzed and students are identified to form groups. Groups are reorganized as new data is analyzed. We have two Read 180 labs, two AIS small group teachers, and one open access computer lab.
- The school is providing appropriate services for those students in greatest need of improvement; Academic Intervention, At-Risk Counseling
- The school makes every effort to inform parents about their child's education and makes them feel welcome in the school.
- The school offers GED and ESL classes to parents.
- Parent Coordinator coordinates parent workshops and activities.

BARRIERS to Continued improvement: Data Sources: Quality Review, State Report Card, ATS reports

Our school consists of a high population of English Language Learners and a disproportionate percentage of students with disabilities. Eighteen percent of our students are English Language Learners and fifteen percent are student with disabilities. While most of our ELLs come from our own zoning boundaries, a careful review of our school's zoning report revealed that 45 out of our 86 students with disabilities (52%) are either zoned for another district or other schools in our district. These disproportionate numbers of special education students come to our school as a result of district level decision making by the Office of Student Enrollment and the Committee of Special Education. We are a receiving school for many of neighboring schools who do not carry a full continuum of special education services, but still continue to refer students for services they can't provide. This practice has negatively impacted our school since most of these students come to our school with minimal literacy, and social skills. This burden further affects our performance since we are a SINI designated school due to the ELA scores of our SWDs.

Our Quality Review of 2007 revealed that we need to continue to improve our work in the following areas:

- Continue building on the good work in data collection to analyze and monitor student progress.
- Analysis of data needs to include data for all student sub-groups to identify students who need additional support.
- Data needs to be recorded so that it includes different assessments to enable comparison of student results.
- Our school needs to continue to work on developing an all inclusive data collection and management system to monitor student performance and progress.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

- **ELA: (1)** By June 2011 all students inclusive of students in the LEP and SWD subgroups will demonstrate progress towards achieving state standards as evidenced by a 3% increase in student scoring at level 3 and 4 on the New York State ELA assessment.
We propose to utilize our simulation data in addition to classroom data to inform our instructional practices. PS 75 will provide teachers with support in revising the current curriculum map to include additional writing workshop and genre studies that are vertically aligned. In addition, teachers will receive professional development and supporting materials in order to facilitate the differentiation of instruction in the classroom.
- **Math: (2)** By June 2011 all students inclusive of students in the LEP and SWD groups will demonstrate progress towards achieving state standards as evidenced by a 3% increase in student scoring at level 3 and 4, and decrease in the percentage of students on level 1 and 2 at least by 3% on the New York State Mathematics assessment.
PS 75 will utilize data gathered from various sources in order to inform instruction, AIS programs and test preparation. Our EDM curriculum will be supplemented with the use of technology, manipulatives and additional test preparation resources. Teachers will receive training and supporting materials in order to facilitate the differentiation of instruction on the classroom.
- **Attendance: (4)** By June 2011, the school attendance rate will improve to 91% or above as indicated by the School's Attendance Report.
PS 75 will partner with CityYear, our CBO in order to monitor daily attendance, maintain daily contact with families whose children are chronically absent and provide positive activities and feedback to those students whose attendance improves.
- **Parental Involvement: (5)** By June 2011, parental involvement will increase by 5% as evidenced by attendance to workshops, parent/teacher conferences and learning environment survey responses.
Our parent coordinator will collaborate with teachers and administrators in providing parents with workshops that assist parents in supporting the classroom work at home. We will offer ESL and GED classes on Saturdays in order to strengthen our parents' education. In addition we will work with CBOs and Health Organizations in providing workshops on nutrition, health, HIV awareness, among other topics.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>1) By June 2011 all students inclusive of students in the LEP and SWD groups will demonstrate progress towards achieving state standards as evidenced by a 3% increase in student scoring at level 3 and 4, on the New York State ELA assessment.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>Professional development:</u> On site Literacy Coach, mentor and Aussie Consultants in grades K-5 will provide PD in the areas of literacy including: analyzing student data, comprehension strategies, differentiation, goal setting, collaborative team teaching and implementation of the reading and writing workshops. Opportunities for collaboration and inter-visitations will be provided. In order to improve writing instruction an Aussie consultant will provide PD to grades 3-5 by demonstrating best practices in third grade classrooms. Literacy coach will coordinate PD opportunities, provide demo lessons, meet with teachers during common planning, prepare schedules for consultant visits based on teachers’ professional needs and conduct debriefing sessions. Common preparation periods will be used for professional development, planning, data analysis and inquiry team studies. The Read Well consultant will provide professional development on Read Well 2 to second grade teachers.</p> <p><u>Academic intervention:</u> Small groups will be formed based on formal and informal assessments for students in grades 2-5. These groups will meet regularly and will be changed to meet the individual needs of our students. Read 180, a computer based literacy program, will be utilized for students in grades 3-5 who are approaching the standards. Our AIS push in/pull-out is designed for all level 1 and 2 students in grades 3-5 and at-risk students in grade 2. SWDs and LEPs are included in the AIS pull out and Read 180 programs. ESL teachers provide additional small group instruction in test preparation and ELA skills to our LEP students.</p>

	<p><u>Inquiry Approach to Analyzing Data:</u> All classroom teachers K-5 will identify one student, identify his/her strengths, weaknesses and create an individualized intervention plan. These students will be presented during shared inquiry meeting and common planning periods. Students progress will be monitored every two weeks in a shared inquiry format where teachers will share strategies and expertise in order to ensure each students progress.</p> <p><u>Early Childhood:</u> Read Well, our reading program is utilized in grades K-2 to build a strong foundation in literacy including phonics, phonemic awareness, decoding and comprehension. The goal is for students in grades K-2 to learn how to read before they get to third grade. The literacy Coach will provide on-site support and feedback on the implementation of the literacy program and grouping. AIS will be provided to students at-risk of not mastering the early childhood standards as evidenced by teacher assessments and ECLAS-2 data. We will begin to review our second grade student data in order to determine alignment to state assessments and standards. Our second grade students will take EPAL, ECLAS, English language arts baseline and end-term data to assess their progress. We will institute a second grade springtime small group instructional program to expand on our literacy program by including testing sophistication skills and strategies. We will provide an after school program to increase time on task in the areas of ELA and Math. 2nd grade will departmentalize into differentiated groups for Read Well 2, (our reading program), instruction. Read Well 1 will be implemented in selected groups.</p> <p><u>LEP and SWD:</u> An after school program will provide additional instructional time for LEP and SWD students. LRE will be provided to SWD who will benefit from programs such as ICT. LEP and SWDs are included in our AIS program and will receive small group instruction by AIS and ESL teachers, coaches and other support personnel. Literacy Teacher focuses on teaching writing through reading using specific differentiated instruction to our SWD and LEP students ESL teachers will provide additional AIS and ELA instruction to our LEP students in testing and non-testing grades.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Literacy Coach is funded by Contract for Excellence Educational Assistants are funded by Tax Levy Fair Student Funding (TLFSF), UPK; IDEA; IEP Para City Year Volunteers are funded by Tax Levy One Time Allocation Celebrate Learning Program funded by Title 1 Second grade after school program funded by Title 1 Extended day time on task funded by Title 1</p>

	<p>Assistant Principals are funded through Title 1 and TLFSF Inquiry Team funded through Tax Levy Children First Inquiry Consultants are funded by Title 1 Mentor is funded by <i>Tax Levy</i>/IEP Teacher ESL teachers are funded by Contract for Excellence Literacy Teacher funded by TLFSF 2- Read 180 Labs funded by Title 1 2 - AIS teachers funded by Title 1 SETSS teacher funded by IDEA funds</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><u>Initial indicator September 2010:</u> Students in grades 3-5 will take a NYS standardized assessment as a baseline indicator. Student goals will be created based on these assessments and their scores on the 2009-2010 ELA state assessment, these goals are set to show one year's progress from the 2010 ELA score. K-2 students will set benchmarks based on the Early Childhood Literacy Standards.</p> <p><u>Midterm:</u> Teachers will be asked to share case study students and how they are following the progress to the students based on multiple data sources. Students will take Acuity predictors and IReady ELA simulations in December. Goals are set to 75-85% correct responses in multiple choice section of the assessments.</p> <p><u>End-Term:</u> Reevaluation of the process of using multiple data sources to evaluate the students in their case studies. Early Childhood Read Well and ECLAS 2 benchmarks will be utilized to assess our K-2 students. Evaluation of student actual performance and goal set in Fall. Goal setting will be adjusted and determined for September. Additionally, AIS groups will be determined in June based on actual student performance on the NYS Assessment.</p>

Subject/Area (where relevant): Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>3) By June 2011 all students inclusive of students in the LEP and SWD groups will demonstrate progress towards achieving state standards as evidenced by a 3% increase in student scoring at levels 3 and 4, and a decrease in the percentage of students on levels 1 and 2 by 3% on the New York State Mathematics assessment.</p>
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Action Plan

Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.

Professional Development:

On site mathematics staff developer, mentor, and NYC Math Project consultant will provide PD in the areas of mathematics including delivery of instruction, analyzing student data, problem solving strategies, differentiation, goal setting, collaborative team teaching and implementation of the workshop model. Opportunities for collaboration and inter-visitations will be provided. Math Staff Developer will coordinate PD opportunities, prepare schedules for consultant visits based on teachers professional needs, provide demo lessons, order additional materials and meet individually with teachers. Common preparation periods will be used for professional development, analyzing data and planning.

Academic intervention:

Small groups will be formed based on formal and informal assessments. These groups will meet regularly and will be changed to meet the individual needs of our students. Our AIS pull out/ push in program is designed for level 1 and 2 students in grades 2-5.

Inquiry Approach:

All classroom teachers K-5 will identify one student, identify his/her strengths, weaknesses and create an individualized intervention plan. These students will be presented during shared inquiry meeting and common planning periods. Students progress will be monitored every two weeks in a shared inquiry format where teachers will share strategies and expertise in order to ensure each students progress.

Early childhood:

Everyday Math will continue to be used in the Early childhood grades in order to prepare students for formalized assessments in grades 3 and up. A part time mentor will be hired to assist in the early childhood implementation of EDM.

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule

Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.

Math Staff Developer is funded by Contract for Excellence
Educational Assistants are funded by Tax Levy Fair Student Funding (TLFSF), UPK; IDEA; IEP Para
City Year Volunteers are funded by Tax Levy One Time Allocation
Celebrate Learning Program funded by Title 1
Second grade after school program funded by Title 1
Extended day time on task funded by Title 1
Assistant Principals are funded through Title 1 and TLFSF
Inquiry Team funded through Tax Levy Children First Inquiry
Consultants are funded by Title 1
Mentor is funded by Tax Levy/IEP Teacher
ESL teachers are funded by Contract for Excellence
SETSS teacher funded by IDEA funds

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p><u>Initial indicator September 2010:</u> Students in grades 3-5 will take a NYS standardized assessment as a baseline indicator. Student goals will be created based on these assessments and their scores on the 2009-2010 Math assessments.</p> <p><u>Midterm:</u> Mid-Term Acuity and IReady tests and NYS Test Simulations in December will be utilized to gauge progress toward goals</p> <p><u>End-Term:</u> Reevaluation of the process of using multiple data sources to evaluate the students in their case studies. Actual score on the NYS Math assessments in May be utilized to determine end-term progress.</p>
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Subject/Area (where relevant): Student Attendance

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>4) By June 2011, attendance rate will improve to 91% or above as indicated by the School's Attendance Report</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Attendance teacher will monitor student attendance and contact parents of students that demonstrate attendance issues. Attendance celebrations and incentives will be offered for students that have 90% or better attendance. Family assistant will monitor daily attendance and call families who demonstrate attendance issues A bulletin board will be dedicated to students with 90% or better attendance. The phone master messenger system will be programmed to maintain a contact log of parents with attendance issues Special reminders will be included in report cards for each marking period ATS generated cards will be mailed to parents of students with 6 or more absences The volunteer members of City Year will conduct special attendance assemblies</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Attendance Teacher is funded by Central Incentives and Celebrations are funded by TLFSF Family Assistant is funded by Title I City Year Group is funded by Central through Tax Levy One Time Allocation</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p><u>Initial indicator September 2010:</u> ATS attendance reports will be analyzed to identify trends <u>Midterm:</u> ATS attendance records will be analyzed to identify trends <u>End-Term:</u> ATS attendance records will be analyzed to identify trends</p>

Subject/Area (where relevant): Parent Involvement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>5) By June 2011, there will be an increase of 5% in parent involvement as evidenced by an increase in attendance for workshops, parent/teacher conferences and learning environment survey responses.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>We will increase parental involvement by providing workshops, meetings, classes and special activities as follows:</p> <ul style="list-style-type: none"> • Parent coordinator will schedule workshops in literacy, math, and other content areas in collaboration with Coaches, administrators and teachers • workshops to explain school programs • ESL, GED, Art and computer classes for parents • Inviting parents to the annual Thanksgiving lunch • monthly workshops on a variety of topics • Parent Coordinator will be available during Saturday classes • Provide a parent room for meetings and PA business • Provide a parent information table on Parent/Teacher night • Implementation timeline: • September- meeting with Principal, PC and staff developers to determine workshops and meetings to be held. • November- meeting with Principal, Parent Association and Parent Coordinator to assess progress evidenced by attendance to meetings thus far. • June- meeting with principal, staff developers, parent coordinator and parent association to determine if goal was met and re-evaluate process.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Parent Coordinator is funded by Tax Levy • Literacy Coach is funded by Contract for Excellence • Math Staff Developer is funded by Title I • Administrators are funded by Title 1 and TLFSF

Indicators of Interim Progress and/or Accomplishment

Include: interval of periodic review; instrument(s) of measure; projected gains

- Attendance at workshops and other parent activities
- Attendance at Parent/Teacher conference
- Increase in Learning environment survey responses
- **Initial indicator:** November 2010 parent teacher conference attendance
- **Midterm:** March 2010 all attendance to meetings as reflected by Parent Coordinator's logs
- **End-Term:** June 2010- Total tally of parent involvement in all meetings, conferences and trainings held as reflected by parent coordinator's logs, attendance sheets and sign in sheets.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	20	20	0	0	5	10	3	15
1	20	20	0	0	5	10	2	5
2	20	20	0	0	3	5	1	1
3	30	30	0	0	3	5	2	3
4	30	30	30	0	5	5	2	0
5	30	30	0	30	5	5	1	2
6								
7								
8								
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>At Risk students including LEP and SWD: AIS in ELA is being implemented in several different ways:</p> <ul style="list-style-type: none"> • Five 50 minute periods per week per child • Differentiated ELA instruction in all classrooms – Tier 1 Intervention • Groups will be reorganized based on formal and informal assessments • Identified students will also receive intervention in a lab setting (Read 180) <p>English Language Learners:</p> <ul style="list-style-type: none"> • Differentiated instruction in all ESL classes – Tier 1 intervention • ESL teacher provides AIS to LEP students • Students will attend after school programs focusing on reading comprehension and writing • Identified students receive enrichment during extended day <p>SWD</p> <ul style="list-style-type: none"> • Selected classrooms provide literacy instruction utilizing Read 180 literacy program • Great Leaps is used for instruction in fluency and phonics <p>Read Well program is used to support instruction in basic reading skills</p>
Mathematics:	<p>At Risk students including LED and SWD: AIS in Mathematics is being implemented in several different ways:</p> <ul style="list-style-type: none"> • Five 50 minute periods per week • Differentiated Mathematics instruction in all classrooms – Tier 1 Intervention • Students will be identified for intervention based on content and skills assessment. • Groups will be reorganized based on formal and informal assessments <p>English Language Learners:</p> <ul style="list-style-type: none"> • Differentiated instruction in all ESL classes – Tier 1 intervention • ESL teacher provides AIS to LEP students following a pull out model of small group instruction • Students will attend 3 hour sessions every Saturday from January 2010 to May 2010 focusing on reading comprehension and writing • Identified students receive enrichment during extended day <p>SWD</p> <ul style="list-style-type: none"> • Differentiated instruction for all special education students • Use of manipulatives and other modalities to improve computation and problem solving

	<ul style="list-style-type: none"> • SWDs will be included in our small group AIS pull out program <p>Saturday Academy and After School Celebrate Learning programs will focus on skills and strategies needed for problem solving</p>
Science:	<p>Starting in April fourth grade students receive Science instruction on Saturdays and twice a week after school to prepare for the NYS Science Test.</p> <ul style="list-style-type: none"> • New curriculum implemented for grades 3, 4 and 5 • Saturday Academy from April 2010 – June 2010 • In addition to the State mandated periods of science instruction students will receive an additional lab period.
Social Studies:	<p>Beginning October to November our 4th and 5th grade students attend after school two days a week and attend Saturday Academy designed to address content and skills.</p>
At-risk Services Provided by the Guidance Counselor:	<p>School counselors will provide crisis counseling services during the school day on an as needed basis to all students.</p>
At-risk Services Provided by the School Psychologist:	<p>The school psychologist will offer clinical services, agency referrals, and educational, social and personal services during the school day on an as needed basis to at risk students.</p>
At-risk Services Provided by the Social Worker:	<p>Social Workers will provide counseling services to at risk students especially students in the targeted subgroups of SWD and LEP.</p>
At-risk Health-related Services:	<p>Health related services are offered during the school day on an as needed basis to all students by the school-based health provider, Urban Health.</p>

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) LAP to this CEP.

Part B: CR Part 154 (A-6) Bilingual/ESL Program Description

Type of Program: Bilingual ESL Both **Number of LEP (ELL) Students Served in 2010-11:** 120

I. **Instructional Program** (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc):

P.S. 75 is a Pre-Kindergarten through Grade 5 School located in the Bronx. It is a school serving 625 students. There are six self-contained ESL classes (K, 1st, 2nd, 3rd, 4th, 5th grades) and two ESL teachers. The ESL teachers have a push in/pull out program serving students who opt for a regular education program. Teachers will participate in weekly grade meetings to plan collaboratively on the grade and will participate in all school-wide professional development initiatives.

P.S. 75 provides instruction to its ELL population using the balanced literacy/math program designed to maximize the time dedicated to teaching the non-English speaker the English language. Teachers of ELLs implement the readers and writers workshop through the Workshop Model. To ensure that ELL students meet the standards and pass the required state assessments, our ELL program is aligned to the core curriculum offered in our non-ELL program. Focusing on the development of cognitive and higher order thinking skills, vocabulary, as well as specific reading and comprehension strategies are taught. The school’s transition plan for students who reach proficiency on the NYSESLAT and are transferred to monolingual classes is to provide an additional year of ESL support services from our ESL teachers.

Great effort is made to facilitate English language development. To complement these efforts, students are instructed in writing processes as well. In the ESL classes, teachers teach writing comparable to that of monolingual classes.

The goal of our program is for students to be mainstreamed after showing proficiency in the second language. If the student is determined to require services as per the LAB-R, the parent or guardian is immediately informed. ELL parents/guardians are then asked to make a program selection. Information is always presented to parents in both languages. Students who score the lowest on the Language Assessment Battery Revised Test are placed in ESL self-contained classes or mainstream classes with pullout ESL. Parents seem to be satisfied with the programs available to their children at P.S. 75.

Students who are experiencing a low proficiency level in the second language (based on the NYSESLAT, ELA Simulation Tests and ELL Interim Assessments) and have not made progress in the second language after two years may be recommended for At-Risk Academic Intervention Services and receive the following academic intervention services (AIS):

I. Small group instruction

- II. Individualized instruction based on specific needs
- III. Extended day and Saturday academies that focus primarily on literacy and mathematics

Instruction is planned and implemented using the Workshop Model which ensures student engagement, student productivity, real world connections and multiple assessments. All components of the Workshop Model will include reading, writing, and discussion. The teacher will model, observe, and analyze student learning. The teacher will advise, coach, guide and monitor student understanding. They will also extend student learning to future study. An essential component is to develop an effective means of assessing student progress in meeting the standards.

In examining the results in the four modalities (listening, speaking, reading, and writing), there is a pattern across proficiency levels (Beginning, Intermediate, and Advanced), as well as grades, that indicate that ELL students scored low in the reading and writing modalities. Total scores also indicate that ELL students scored at proficient levels in the listening and speaking modalities.

Extracurricular Program

PS 75 Literacy/Poetry through the Arts initiative takes place with the purpose of offering ELL students an artistic experience through literacy/poetry and illustration. The main goal of this project is to display student's original poetry, since poetry is the genre which serves as a vehicle to express feelings. It is another way to play with words full of color and imagination. At the same time, students create illustrations according to their interpretations and the message of each poem. It is crucial to expose these young authors into the world to explore by developing a theme full of spontaneity, and revealing it through words and painting.

II. Parent/community involvement:

One of the 'Essential Features' that makes PS 75 unique is its parental/guardian compact and agreement to excellence. Our school relies on the commitment of PS 75 parents to ensure that students meet high expectations. In doing so, we provide consistent parent orientations and meetings to maintain a relationship between the school and home. Sessions are held with our parents of the ELL students to discuss State

Standards, assessments and general program requirements for English Language Learners. The parent orientations are conducted every month if needed. This orientation will be provided by a school administrator and the ESL Coordinators.

Parent workshop sessions such as Parent Association Meetings and School Leadership Team are some of the avenues to maintain consistent communication with our PS 75 parents. All of the information shared with parents will be disseminated in the language they understand other than English. Our school has a parent coordinator responsible for making additional outreach gestures to secure all the needs of our parents are attended to.

P.S. 75 parents are required to attend an Orientation for Parents of ELLs. During this orientation parents or guardians are informed through pamphlets and a Department of Education video of the various ELLs programs available for their children, especially those available at PS 75. Upon receiving the information on the various educational programs for ELLs, parents/guardians are then asked to make a program selection. After reviewing the Parent Survey and Program Selection forms for the past few years, there seems to be a trend indicating that many parents are requesting that their children attend self-contained ESL classes or monolingual classes while receiving ESL services, if their child has not passed the NYSESLAT exam.

III. Programs and activities to assist newly enrolled LEP students:

P.S. 75 provides newly enrolled students with a multitude of reading and writing strategies, using the 100 Book Challenge Reading Program, Write Source Writing Program and “On The Way To English” Balanced Literacy Program to provide remediation and enrichment in reading, writing processes, and comprehension skills. These initiatives are provided in both, bilingual and monolingual classes. In addition, there is an ESL resource center for staff and classes to use.

IV. Staff Development (2010-2011 activities):

Based on the patterns obtained from the data, P.S. 75 provides monthly staff development in reading and writing strategies, using the 100 Book Challenge Reading Program, Read 180 and “On The Way To English” Balanced Literacy Program to provide remediation and enrichment in reading, writing processes, and comprehension skills. These initiatives are provided in both, bilingual and monolingual classes. In addition, evidence of Academic Rigor is present in each of our ELL classrooms where the students participate in an instructional program that regularly ensures continuity of rigorous academic instruction. On-going informal observation, conferencing with teachers will take place to ensure that ELL students participate in small group, task oriented situation that guide the production of language both in verbal and written form. To provide ongoing assessment, monthly learning walks, professional development sessions to share ELL strategies with all classroom teachers, continuous data analysis and learning walks and research study groups are held to help plan for further staff development and training in the reading and writing of English.

ADDITIONAL LANGUAGES

Acholi (ACH)	Finnish (FIN)	Malayalam (MAL)	Slovak (SLK)
Adangme (ADA)	Garifuna (CAB)	Maltese (MLT)	Slovenian (SLV)
Afrikaans (AFR)	Georgian (KAT)	Mandinka (MNK)	Somali (SOM)
Akan (AKA)	German (GER)	Marathi (MAR)	Sotho-Southern (SOT)
Algonquin (ALQ)	Guarani (GUG)	Mende (MEN)	Sukuma (SUK)
Amharic (AMH)	Gujarati (GUJ)	Mohawk (MOH)	Swahili (SWH)
Arabic (ARB)	Hausa (HAU)	Ndebele (NDE)	Swedish (SWE)
Arawak (ARW)	Hebrew (HEB)	Nyanja (NYA)	Tajiki (TGK)
Assamese (ASM)	Hindi (HIN)	Oneida (ONE)	Tamil (TAM)
Aymara (AYC)	Hungarian (HUN)	Papiamento (PAP)	Telugu (TEL)
Basque (BAQ)	Ibo (IBO)	Pashto (PST)	Thai (THA)
Bemba (BEM)	Icelandic (ISL)	Romanian (RON)	Tigre (TIG)
Bengali (BEN)	Ilocano (ILO)	Romansch (ROH)	Tonga (TNZ)
Bhili (BHB)	Indonesian (IND)	Rundi (RUN)	Turkish (TUR)
Brahui (BRH)	Kabyle (KAB)	Samoan (SMO)	Ukrainian (UKR)
Breton (BRE)	Kamba (KAM)	Sanskrit (SAN)	Urdu (URD)
Bulgarian (BUL)	Kashmiri (KAS)	Seneca (SEE)	Wolof (WOL)
Cebuan (CEB)	Konkani (KNN)	Seri (SEI)	Yoruba (YOR)
Cham (CHA)	Lao (LAO)	Shan (SHN)	Zulu (ZUL)
Czech (CES)	Latvian (LAV)	Shona (SNA)	
Danish (DAN)	Lithuanian (LIT)	Shina (SCL)	
Estonian (EST)	Macedonian (MKD)	Sidamo (SID)	
Ewe (EWE)	Malay (MLY)	Sindhi (SND)	

Number of Teachers and Support Personnel for 2006-07

School Building: PS 75 District 08

List the FTEs in your school in the Bilingual Education and ESL Programs in the appropriate column.

School Building	Number of Teachers 2006-2007				Number of Teaching Assistants or Paraprofessionals* **	Sub- Total
	Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**			
Building Name	Bilingual Program	ESL Program	Bilingual Program	ESL Program	Bilingual Program	ESL Program
Public School 75	0	9	0	0	0	9
TOTALS	0	9	0	0	0	Grand Total 9

* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.)

Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2006-2007 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.

** Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.

*** Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary

Include schedules for three different students in the ESL program (*one each for Beginning, Intermediate and Advanced* English Proficiency levels based on NYSESLAT/LAB-R). The schedules must account for all periods. Use attached Freestanding ESL Schedule Template. If your school has a bilingual/Dual Language program, also provide three sample schedules (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). The schedules must reflect ESL, Native Language Art and content area instruction through use of both languages. Use attached Bilingual Schedule Template.

STUDENT SCHEDULE 2010-11 ESL 1 - 3

ESL Program Type: Free-Standing Push-in Pull-out
 Indicate Proficiency Level: Beginning Intermediate Advanced

School District: _____ 08 _____

School Building: _____ PS 75 _____

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:43 am To: 9:33 am	Push in ESL Gr. 1	PREP			
2	From: 9:37 am To: 10:27 am	Push in ESL Gr. 2	ESL – AIS Gr. 2			
3	From: 10:31 am To: 11:21 am	ESL – AIS Gr. 3	ESL – AIS Gr. 2			
4	From: 11:25 am To: 12:15 pm	Pull out ESL Grs. 1/2	ESL – AIS Gr. 2			
5	From: 12:19 pm To: 1:09 pm	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
6	From: 1:13 pm To: 2:03 pm	Pull out ESL Grs. 1/2				
7	From: 2:07 pm To: 2:57 pm	PREP	PREP	PREP	PREP	ESL – AIS Gr. 2
8	From: To:	Subject (Specify)				
9	From: To:	Subject (Specify)				
10	From: To:	Subject (Specify)				

STUDENT SCHEDULE 2008-09 SELF-CONTAINED ESL - 1

ESL Program Type: Free-Standing Push-in Pull-out
 Indicate Proficiency Level: Beginning Intermediate Advanced

School District: _____08_____

School Building: _____PS 75_____

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:43 am To: 9:33 am	ESL Literacy	ESL Literacy	ESL Literacy	ESL Literacy	ESL Literacy
2	From: 9:37 am To: 10:27 am	ESL Literacy	ESL Literacy	ESL Literacy	ESL Literacy	ESL Literacy
3	From: 10:31 am To: 11:21 am	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
4	From: 11:25 am To: 12:15 pm	ESL- Literacy Social Studies	ESL Literacy	ESL Literacy	ESL Literacy	ESL- Literacy Social Studies
5	From: 12:19 pm To: 1:09 pm	ESL Math	ESL Math	ESL Math	ESL Math	ESL Math/Science
6	From: 1:13 pm To: 2:03 pm	Gym	Library	Literacy Social Studies	Writing	Gym
7	From: 2:07 pm To: 2:57 pm	ESL Math	ESL Math	ESL Math	ESL Science	ESL Science
8	From: To:					
9	From: To:					
10	From: To:					

Part C: For schools that will receive Title III ELL Supplemental Services for 2010-11:

Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students

Form TIII – A (1)(a)

Grade Level(s) 3-5 Number of Students to be Served: 20 LEP X Non-LEP
Number of Teachers 2 Other Staff (Specify) ESL

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Public School 75 is a Pre-Kindergarten through Grade 5 School located in the Hunts Points section of the South Bronx, a low socio-economic area. It is a school serving 625 students including Special Education students in grades K-5. The school climate is warm and inviting, catering to the aesthetic needs of early childhood students. The halls are brightly decorated and classrooms are rich in print and focus on children’s literature and content area instructional materials. There is an atmosphere of teamwork and mutual respect between staff members and students, making it a place where students are safe and happy.

P. S. 75 proposes the implementation of an extended day program for ELL students at the beginning and Intermediate levels of language proficiency.

The goal of this program is to provide additional support with ESL, Reading and Writing. These programs will also strengthen basic literacy skills in the native language.

The extended day program will serve approximately 20 ELL students in grades 3 - 5. The program will begin in January of 2011 for two hours daily four days a week (Monday, Tuesday, Wednesday and Thursday) (3-5PM). The program will end in May of 2011. The program will employ one ESL/Writing teacher. The primary language of instruction will be English.

Among the instructional material that will enhance our ESL program, we expect to purchase, Focus Forward by Rigby. This intensive intervention program has been developed based on scientific research in reading and writing and has been used in a standards based curriculum. The program is aligned with New York State standards and will provide opportunities to enhance and differentiate the ESL program. It augments the ESL and can support a balanced literacy program.

The program supervisor will coordinate the Art parental component of the program. The school parent coordinator will monitor attendance and provide incentives for active participation in the Art program. There will be a final display of student work for each group. One licensed and qualified artist will be needed to implement the instructional program.

The Title III funds will help a staff and students develop greater self confidence as they enhance their skills in ESL reading and writing. Staff would use fundamental Bilingual strategies and methodologies to assure students build on their strength as they strive to meet and surpass standards set by the City and State.

Professional Development

PS 75 proposes a professional development plan which includes pedagogical staff who works directly with ELL students. This staff includes Bilingual teachers, cluster teachers, Title I staff and support staff that impact on the quality of student performance. All interested staff will be provided the opportunity to become familiar with the elements of **ESL** and express interest in participating in the program.

An informal survey of our teachers this spring and our professional development survey indicated that teachers are interested in learning more about ESL models and how to implement these types of programs in our school. The school administrators and coaches will also support teachers in their instructional practice and help with team building and creating an environment which supports this new initiative.

PS 75 will provide professional development specifically to support the teaching and learning process for English Language Learners. We view professional development as a dynamic process of learning that leads to a new level of understanding and heightened awareness of the context in which teachers work that may compel them to examine accepted policies and routines. To complete the cycle, we will provide teachers with opportunities to reflect on these learning endeavors and teaching experiences with the intent of refining and extending our thinking and learning in education.

Teachers participate in monthly professional development activities to support activities to support the implementation of instructional programs for ELLs. In addition, teachers of ELLs are paid trainee rate to participate in study groups, content specific workshops that are geared to increase ELL achievement. These sessions will be conducted by teachers with specific expertise in L1 and L2. Those activities will be designed to develop the cognitive and linguistic skills of ELLs.

Form TIII – A (1)(b)

Form TIII – A (1) (b)

**Title III LEP Program
School Building Budget Summary**

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$19,758.70	Per session (After school)
Purchased services such as curriculum and staff development contracts	\$600.00	Residential Artist
Supplies and materials	\$381.30	Instructional Materials and supplies
Travel		
Other		
TOTAL	\$20,740.00	

**Title III Immigrant Program
School Building Budget Summary**

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	N/A	N/A
Purchased services such as curriculum and staff development contracts	N/A	N/A
Supplies and materials	N/A	N/A
Travel	N/A	N/A
Other	N/A	N/A
TOTAL	N/A	N/A

This entire section must be completed for each budget submitted.

SECTION XVII
BUDGET NARRATIVE

School District **08X075**_____

For Title **III**_____

BEDS Code **320800010075**

*** MUST BE SUBMITTED WITH EACH BUDGET IN THIS DCEP ADDENDUM UPDATE**

If Transferability is used for 2009-2010, the Transferability Form must be submitted online and a hard copy must be submitted with the budget narrative to expedite the review of the FS-10.

Additionally, on the Budget Narrative and FS-10, please indicate the amount of funds to be included under transferability in the budget categories and the Title where funds will be used. Example: In the Title IIA budget under Code 15 – Transferability - Title I Reading Teacher – FTE. 35 - \$15,000.

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this Title)
Code 15 Professional Salaries	After School 2 Teachers – 130 hrs of per session x \$49.89 = \$12,971.40 1 Supervisor – 130 hrs of per session x \$52.21 = \$ 6,787.30 <div style="text-align: right;">\$19,758.70</div>
Code 16 Support Staff Salaries	
Code 40 Purchased Services	Residential Artist <div style="text-align: right;">\$600.00</div>
Code 45 Supplies and Materials	Instructional Materials & Supplies <div style="text-align: right;">\$381.30</div>

This entire section must be completed for each budget submitted.

School District 08X075

For Title III

BEDS Code 320800010075

<i>Code 80</i> <i>Employee Benefits</i>	<i>N/A</i>
<i>Code 90</i> <i>Indirect Cost</i>	<i>N/A</i>
<i>Code 49</i> <i>BOCES Services</i>	<i>N/A</i>
<i>Code 20</i> <i>Equipment</i>	<i>N/A</i>

MARINES ARRIETA-CRUZ
Principal

PUBLIC SCHOOL



"Spotlight On Excellence"

984 Faile Street, Bronx, NY 10459 Tel: (718) 860-1630

EZRA NANTON
RICHARD GUGLIOTTA
YOKASTA PENA
Assistant Principals

PUBLIC SCHOOL 75 **LANGUAGE ALLOCATION POLICY**

School Demographics

Public School 75 is a Pre-Kindergarten through Grade 5 school located in the Hunts Points section of the South Bronx, a low socio-economic area. It is a school serving 625 students including Special Education students in grades K-5. The ESL Program has six heterogeneous Self-contained classes. Presently, the total ELL population at P.S. 75 is 117 students from culturally diverse background that constitute 20% of the school population. Our student's population is almost exclusively Hispanic and Black American. According to the latest available ethnic data 57.0% of the students are Hispanic; 18.3% of the students are Black American; .08% are American Indians; .05% of the students are Asian-Pacific Islander; .09% of the students are White. Approximately 22% of the students have Individualized Education Plans (IEP) and receive the full continuum of the services including Special Education Teacher Support Services (SETSS), instruction in a self contained class, and related services such as speech and language, and counseling. Additionally 16.1% of the students are English Language Learners (ELL), with Spanish as the dominant Language among the majority. The majority of the students who attend P.S. 75 are from low-income families, and 100% qualify for free lunch.

ELL Identification Process

Our LAP team is composed of the following key constituents: Marines Arrieta-Cruz, Principal; Yokasta Pena, Assistant Principal; Ezra Nanton, Assistant Principal, Richard Gugliotta, Assistant Principal; Evangeline Mercado, Literacy Coach; Sharin Tirado, Math Coach; Mabel Gonzalez, Parent Coordinator; Vanessa Veal, Writing Teacher; Maria Acosta, ESL/AIS Teacher; Rosemarie Parreno, ESL/AIS Teacher; Antonia Crespo-Battu, Guidance Counselor; Terry Lambert, Parent.

The process of identification begins upon registration. Preliminary screening and interviews are conducted by the ESL teachers. Parents are asked to complete the Home Language Identification Survey (HILS) which is given by a trained secretary or ESL Coordinators/Teachers. The ESL Coordinators/Teachers review the Home Language Identification Survey (HLIS) for eligibility.

Once eligibility is determined, the LAB-R is given within 10 days upon registration. The results on the LAB-R will determine the following: 1) a student who speaks little or no English will be placed in a beginner category for ELLs; 2) students who are transferring from another school will many times already have results from the LAB-R. Eligible students who are transferring from a private or school outside of New York will have to be administered the LAB-R; 3) students who are eligible for bilingual education or whose parent selection is for a bilingual program are often referred to a nearby bilingual school.

If the student is determined to require services as per the LAB-R/English, the parent or guardian is immediately informed. They are then required to attend an Orientation for Parents of ELLs. There are three orientations conducted throughout the school year for entitled students. During these orientations parents or guardians are informed through pamphlets and a Department of Education video of the various ELLs programs available for their children, especially those available at P.S. 75 - Self-Contained and Free Standing ESL. Upon receiving the information on the various educational programs for ELLs including the instructional process, parents/guardians are then asked to make a program selection. ESL Coordinators/Teachers distribute the ESL entitlement letters, Parent Survey and Program Selection forms.

Parents are also notified about the NYSESLAT and how their child can exit out the program by scores a certain level of proficiency. Parents are encouraged to join school community events, participate in the PTA, attend Parent/Teacher conferences, and volunteer as learning leaders. Information is always presented to parents in both languages (English/Spanish). Translators are available for parents on site.

After reviewing the Parent Survey and Program Selection forms for the past several years, parents' first choice of selection has been the Self-Contained and Free Standing ESL program. Presently, PS 75 does not have a bilingual program. Parents seem to be satisfied with the programs available to their children at P.S. 75.

Most parents opt to ESL, mainly because they prefer to teach their children their native language at home. Many of our students speak a language other than English and Spanish.

There are currently fifteen SIFE students receiving daily Academic Intervention services to develop their academic language skills. Newcomers, SIFE and long-term ELLs are classified according to their English language proficiency in a timely manner, and their ESL instructional program is designed to accommodate their learning on the basis of their proficiency. Parents receive information and orientation related to the Language Allocation Policy (LAP) and how it affects the delivery of the chosen instructional model.

ELL Demographics

	K	1	2	3	4	5
Self-Contained ESL	17	16	14	18	15	15
Freestanding ESL	0	3	4	8	3	4

Over the pass years, student's English language proficiency has been measured through the NYSESLAT. In general, students in grades K through five achieved at higher English proficiency levels in the speaking and the listening modality of the exam. Students scored lowered in

the reading modality. The writing modality throughout all grade illustrated an even lowered proficiency gain. It is evident that rigorous instruction in Reading and Writing is a necessary improvement in order to make meaningful gains in English language proficiency.

Students in grades K-1 are in the beginning level in the four modalities. However, when ELL students are promoted to grades 2-5 they followed the regular pattern on increasing a proficiency level per year with few exceptions. Based on the data, mostly of the upper grades achieved the advanced level in the four modalities. For the advanced level across grades, there are students based on their total NYSESLAT scores who increase their proficiency levels from the intermediate to the advanced levels. Their average reading and writing raw scores increase an average of 1-10 points.

The greatest difference between the intermediate and the advanced students are reflected in the reading and writing raw scores. For the beginning and the intermediate levels, there are students across the grades that increase their reading and writing levels with average of 1-10 points. Few students remained in the same language proficiency levels while most of the students move two levels of proficiency from the beginning to the advanced levels across the grades.

Those students who took the NYSESLAT assessment for first time mostly scored intermediate and advanced levels. As a result, some of those students achieved the proficiency level in the NYSESLAT. Despite of the increase in the four modalities, we observe that reading and writing seem to be the most difficult skills to be mastered.

The ELL program at P.S. 75 continues to strive to move students in making one proficiency level gain by the end of the school year. This year, nine of our ELL students became proficient enough to exit the program while many of the students at the beginning proficiency levels made significant gains. Based on NYSESLAT, Interim Assessment, and ELA data, focus areas of need reflect a strong emphasis for instruction in the areas of Reading Comprehension and Writing.

These assessments drive instruction and remediation. This is necessary in order to move our Intermediate and Advanced students and ultimately help them to reach the proficiency levels needed to exit the program. Lessons and assessments are aligned with performance standards. Based on the LAB-R and NYSESLAT data, students receive the mandated minutes; beginners and intermediate receive 360 minutes. Advanced level students receive 180 minutes.

The following is a representation of the existing levels at the school:

Proficiency Levels	Total # of students	Minutes
Beginning	35	360 minutes
Intermediate	35	180 minutes
Advanced	45	180 minutes

There are a total of 66 ELL students who are mandated to take the ELA test in April 2010. ELL students have a choice to take the content area examination in Mathematics, Social Studies and Science in their native language or use English and native language editions simultaneously or use bilingual dictionaries and glossaries.

We strive to provide solid and effective preparation in English Language Arts and other content areas for students. The greatest increase occurred in the total number of students in the testing grades are in the intermediate proficiency level. Many of our beginning students are newcomers.

Newcomers receive intensive instruction in ESL. This is done to ease their transition to a new environment. During orientation meetings, the ESL teachers meet with parents to discuss future plans. Explicit, small group instruction is essential for our Beginning ELLs. These students are provided with daily and extended services in basis competency skills. Advanced students receive additional instruction during the extended day academy.

Instructional Program

In an effort to develop the language skills and fluency of our ELL's population at P.S. 75, we use the Workshop Model which follows all the balanced literacy components, such as, Read Aloud, Shared Reading/Writing, Independent Reading/Writing and Guided Reading/Writing. In addition to the Model, we incorporate audio/visuals, listening centers, big books, charts, graphic organizers, and manipulative.

The content areas in the Self-Contained ESL classes are taught using the following scientific based approach: Basic Interpersonal Communication Skills (BICS); Cognitive Academic Language Proficiency (CALP), by Commins (1984), and the Cognitive Academic Language Learning Approach (CALLA), by A. Chamot and M. O'Malley. In every classroom at P.S. 75, you will find differentiated instruction in order to meet the varying needs of the ELL's population.

Teaching strategies used to meet the different needs of our ELL's students are: modeling, total physical response, repetition, hands-on-instruction, small group instruction, and individual instruction and pairing. Reading strategies such as Reciprocal Teaching are done to help students construct their understanding of literacy. Teachers are encouraged to work on thematic units to help students learn holistically which research has proven to be the most effective for English Language Learners. In addition, leveled libraries exist in all classrooms and bilingual books are visible for ELL students. Ongoing assessments are done in monthly learning walks, professional development, and research study groups.

Since Writing and Reading are still the focus for this academic year, strong emphasis is on the Reading and Writing workshop. The workshop model relies heavily on intensive forms of writing. The instructional materials being utilized for reading are Land of the Letter People (PreK-K), Read Well (K-2), 100 Book Challenge (K-2), Comprehension Strategies Kit (3-5), Chapter Books (3-5), Read 180 (3-5 technology), Junior Great Books (3-5), Focus Forward (3-5), and Extensions in Reading Paired Passages (3-5 Test Prep) and Skill Bridge (3-5 Test Prep). The instructional materials being utilized for writing are WRITE! and Write Source, comprehensive writing programs designed to help students with special needs. Teachers are also trained on working with students on the writing process, which is another

approach to writing proficiency. ELLs students who are at risk receive instruction through the Breakthrough to Literacy program. ELL instructors are also trained in Breakthrough to Literacy. The instructional materials being utilized for math are Everyday Math (PreK-5), Math Steps (PreK-5), New York State Coach (3-5 Test Prep), Comprehensive Math Assessments (2-5 Test Prep) and Elements of Daily Mathematics (3-5 Extended Day).

In addition, our ELL and Special Education students participate in the Out-of-Class Writing Workshop. This program provides struggling writers with the skills necessary to become competent and independent writers. Although an eclectic approach is used, one of the approaches that seem to work well with certain students is the self-regulated strategy development (SRSD). This approach uses explicit and extensive instruction in writing strategies; instruction is individualized to the student's needs and abilities using feedback and support; students are self-paced, but must meet certain criteria before moving from one stage of instruction to the next. In an effort to differentiate instruction, other students are guided through the writing process and receive direct instruction. Students also use graphic organizers to help them organize their writing. In terms of differentiation, certain students are also encouraged to revise as they write, which takes away their frustration of having to rewrite repeatedly. The extent of the Out-of-Class Writing Workshop has been on informational expository writing. However, once per month, students are invited to free write a piece, which is used to assess how well they are using the strategies.

Furthermore, during the school year, our school provides ongoing small group instruction to all of our students. Our English Language Learners actively participate in the After-school and Saturday programs. In these programs students are serviced as follows: two hours of English as a Second Language, two hours of Literacy and two hours of NYSESLAT test preparation. At-Risk services teachers provide ELLs reading language, and math instructions in English for 50 minutes daily.

The patterns across the four modalities affect instruction in our school due to the results of the NYSESLAT assessment. The majority of our ELLs scored advanced in this assessment. Therefore, a Push-in ESL Program instead of the Pull-out ESL Program is applicable especially in grades 3-5. This pattern paves the way for the General Education teacher and the ESL teacher to work collaboratively in teaching the content areas in English. For ELLs at the beginning and intermediate levels, both the Push-in and Pull-out Programs of ESL instruction are recommended to comply with the CR Part 154 instructional unit requirement of 360 minutes per week and to reinforce the lessons that they need the most help in a small group setting. In grades K-2, the ESL Freestanding Pull-out Program is used because ELLs belong to different classrooms and the number of students in each grade is convenient for small group instruction. The ESL teacher employs both push-in and pull-out, teaching the same lesson and using different materials as the General Education teacher. Our school strongly recommends ESL Freestanding Push-in and Self-Contained Programs.

Native Language Arts builds a foundation in literacy and academic content that will facilitate English language and academic development as students acquire the new language. Students have a range of developed and prior knowledge experiences. These levels of skills in the native language are considered when preparing lesson plans in order to implement scaffolding strategies and activities to help build on literacy and academic concepts. Academic language development is achieved in a collaborative setting, where ELLs and teachers are partners in learning. Teachers provide scaffolding support that is responsive to the students' needs in developing academic language.

Our ELL instructional program is aligned with ELA/ESL content learning standards and core curriculum. Academic rigor is incorporated in all lessons to improve Reading and Writing skills. Accountable talk is the primary focus for our Beginning level students who are still at the Basic Interpersonal Communicative Skills level of oral proficiency. The Workshop Model of instruction and the components of Balanced Literacy are implemented to enhance comprehension and language development. Students are grouped homogeneously for targeted areas of instruction and are also placed in small differentiated groups for more systematic, explicit instruction. Teachers utilize ongoing assessment in order to: plan, modify and augment instruction; continuously group students according to their linguistic and academic needs; and utilize pertinent strategies to meet individual needs. Teachers group students in homogenous and heterogeneous groups strategically to meet learning goals and address student needs and growth.

The school leadership team and teachers are using the NYSESLAT, ELA Simulation Tests, Rigby READS Assessment and ELL Interim Assessments to identify the strengths and weaknesses of the ELLs in the four modalities (listening, speaking, reading and writing). The Academic Intervention Team (AIS) and the ESL teachers make a comparative analysis of the scores of the ELL Interim Assessments, NYSESLAT, and the ELA Simulation Tests to determine the specific needs of ELLs based on their results in these tests. Therefore, targeted instruction on the four modalities is addressed and different groups are formed based on the level of the students. ELLs are encouraged to attend the after school and Saturday programs for enrichment. Classroom teachers, coaches, consultants, AIS staff, and the administration have frequent dialogues with the ESL teachers to ensure that ELL monitored to ensure their success. Teachers of ELL students receive additional training in ESL methodologies and strategies. These teachers have also been trained in using Tier levels of Response to Intervention. In addition, they receive professional development to teach metacognitive strategies as a way of scaffolding instruction for students.

The school's transition plan for ESL students (including the special education students) who reach proficiency on the NYSESLAT and are transferred to monolingual classes is to provide an additional year of ESL support services. In addition, they participate in P.S. 75 Academic Intervention Programs to insure that they reach the highest academic achievement.

At P.S. 75, there are nine ESL certified teachers. The ESL classes consist of beginning, intermediate and advance English proficient level students. Students in the beginning and intermediate level of English of proficiency receive weekly 8 periods (360 minutes) of instruction in ESL. Advanced students receive 4 periods (180 minutes) of instruction in ESL and 4 periods (180 minutes) of instruction in ELA. The same is applicable to the special education students respectively.

At P.S.75 we support the initial adjustment of immigrant students who are newcomers in our school to the language, culture and schooling of their new country. We emphasize the integration of academic and personal-social support to help students adjust. Our plan for integrating newcomers into our classrooms is based on Maslow's hierarchy of human needs which are safety and security and a sense of belongingness (Maslow, 1968). To address these needs the following recommendations are helpful: 1) assign a "personal buddy" to each newcomer who speaks his/her language, knows the school, and is comfortable here; 2) the teacher should set predictable routines and schedule which creates a sense of security for new students; 3) newcomers should be assigned to a "home-group" that remains unchanged for a long time which maybe defined by table; 4) The teacher should seat newcomers toward the middle or in front of the classroom so they can observe

experienced students; 5) repetition of classroom routines provide newcomers with language learning opportunities; 6) integrate newcomers into cooperative groups for further social and academic language learning activities through the following phases: get along, developing relationships, production and autonomy. Cooperative groups may be homogenous or heterogeneous.

Upon examining the grade 3-5 New York State ELA (Spring 2010) test, the following results are illustrated for grade 3 ELLs: 10% scored levels 3-4; 69% level 2 and 21% scored level 1. In grade 4; 8% scored levels 3-4; 61% level 2 and 31% levels 1. In grade 5; 23% scored levels 3-4; 49% level 2 and 28% scored level 1. The implications are for ELLs and instructors of ELLs to continue to use instructional time blocks, on-going professional development to teach effective reading/writing practices, Comprehension Strategies, Junior Great Books, Chapter books, funded pull-out ELA teachers, and small group instruction.

Upon examining the grade 3-5 New York State Math (Spring 2010) test, the following results are illustrated for grade 3 ELLs: 42% scored levels 3-4; 29% level 2 and 29% scored levels 1. In grade 4; 40% scored levels 3-4; 40% level 2 and 20% level 1. In grade 5; 48% scored levels 3-4; 48% level 2 and 4% scored level 1. The implications are for ELLs and instructors of ELLs to continue to use instructional time blocks, on-going professional development to teach effective math practices, Princeton Review, Everyday Math and Impact Math Assessment, funded pull-out math teachers, and small group instruction.

Upon examining the grade 4th New York State Science (Spring 2010) Assessment, the following results are illustrated for grade 4 ELLs: 81% scored levels 3-4; 13% level 2 and 6% level 1. The implications are for ELLs and instructors of ELLs to continue to use instructional time blocks, on-going professional development to teach effective science practices and hands-on activities, teacher made assessments, and small group instruction. Students have the opportunity enhance their abilities and knowledge in science through Science Fairs projects.

English Language Learners are held accountable to the same grade expectations and standards as monolingual students. The following goals and objectives have been made to improve instruction in English Language Arts and other content areas for English Language Learners:

- To improve scores in Mathematics and English Language Arts for students mandated to take standardized tests. The majority of ELL students are school at Level 2/3 in ELA and Level 3 in Mathematics (Grade 4 & 5).
- To increase proficiency level performance on the NYSESLAT, English Language Arts and Mathematics. The majority of students in the testing grades are at the Intermediate level of proficiency.
- To provide AIS in literacy and language development for ELLs and students at risk and long term ELL students who score at levels 1 and 2 on standardized tests.
- To improve written proficiency at all levels.

In order to provide maximum learning conditions for ELLs and meet compliance with the NYC Department of Education, modifications are in place during simulated and actual testing. ELLs students are provided with necessary assistance (dictionaries and alternate language copies with translations). Students also receive extended time, special location and are assigned proctors during testing. Training is provided to all teachers to learn about approaches used in assessing ELLs. ELLs who are Special Education classes or have specific Individualized

Educational Plan (IEP) receive accommodations stated in the IEP. X-Coded ESL students do not receive services but receive preparations and modifications for all examinations.

Extended Day Program

Before school tutoring is available to all ESL students in grades 2-5. This program is instructed by a license ESL teacher. In addition, Academic Intervention Service is provided to our ELL population. These students receive explicit instruction by a licensed ESL teacher. Advanced students are also given the opportunity to be involved in our academic enrichment extended day program. Long-term ELLs, Holdovers and students are at-risk will also receive special instruction by the ESL teacher. This program is specially designed in collaboration with the ESL coordinators and the school Administrators. These students are serviced during the day and after school. The program provides basic instruction in English which includes phonemic awareness and basic mathematical skills in an effort to help students make progress into their academic studies. We have also included newcomer students in our before/after school academic programs as well as providing additional AIS to these students.

Professional Development

Professional development opportunities throughout the course of the school year are offered to all personnel who work with ELLs including assistant principals, teachers, paraprofessionals, guidance counselor, social worker, psychologist, occupational/physical therapists, speech therapists, secretaries and school aides. Professional development is designed to engage faculty in professional discourse and provide support for our ELL population. P.S. 75 provides ongoing staff development in reading and writing strategies, using the 100 Book Challenge Program for independent reading and “On the Way to English” K-5 Balanced Literacy Program, and the Read 180 Program to provide remediation and enrichment in reading and writing processes, and comprehension skills. In addition, our professional development includes training for teachers in ESL strategies/methodologies, language acquisition and the mandated 10 hour training in ESL. These staff development sessions are offered to both ESL and monolingual teachers. Training in ESL is provided to teachers by specialized personnel. Presently, writing workshops are focused on strategies that assist in scaffolding language and learning.

Every month our school has a genre which covers the standards, the star theme and skill using the Kagan Structure in grouping and the Bloom’s Taxonomy in asking questions. Some of the monthly themes are Non-Fiction-Biography, Fiction: Folktales, Poetry, Narrative Procedure, Realistic Fiction, Editorials and Drama. In addition, children’s literary work in the bulletin board reflects the monthly theme. In conclusion, at P.S. 75 teachers have the monthly theme incorporated with their literacy lessons.

ESL and ELA teachers at P.S. 75 work collaboratively. There are scheduled common preparation periods and grade conferences during which they do common planning, inter-visitation, learning walks and plan for future professional development according to the school needs of assessment.

During the school year, evidence of Academic Rigor, is presented in each of our ELL classrooms where the students participate in an instructional program that regularly ensures continuity of rigorous academic instruction. The administrators, teachers, parents and support staff will be conducting monthly learning walk to assess instruction aligned with the mandated ESL/ELA, and content learning standards

and the core curriculum. On-going informal observation, conferencing with teachers will take place to ensure that ELL students participate in small group, task oriented situation that guide the production of language both in verbal and written form.

In addition, the implementation of this Language Allocation Policy is sustained with on-going principal's cabinet meetings, professional development sessions to share ELL strategies with all classroom teachers, continuous data analysis and learning walks.

Parent/community involvement

One of the 'Essential Features' that makes PS 75 unique is it's parental/guardian compact and agreement to excellence. Our school relies on the commitment of PS 75 parents to ensure that students meet high expectations. In doing so, we provide consistent parent orientations and meetings to maintain a relationship between the school and home. Sessions are held with our parents of the ELL students to discuss State Standards, assessments and general program requirements for English Language Learners

Workshops are available for parents. Monthly parent workshops are conducted by ESL faculty. The parent coordinator along with the ESL teachers provides workshops geared for parents of ELLs.

Public School 75 offers parents workshops based on specific, identified needs of ELL parents, using translators, as necessary. We maintain linkages with external resources to provide the services that are not available at the school. Parent coordinator facilitates contacts with external resources and helps parents negotiate school-related issues in parents' language of preference. In addition, the school provides resources for parents who need support services, such as healthcare and bilingual counseling. P.S. 75 offers ESL, and GED classes for parents.

Parent workshop sessions such as Parent Association Meetings and School Leadership Team are some of the avenues to maintain consistent communication with our PS 75 parents. All of the information shared with parents will be disseminated in the language they understand other than English. Public School 75 provides in-house written translation services and language assistance to our parents via school staff and/or parent volunteers. Notices are produced in both languages and sent home in advance with students and/or by mail. School generated letters for parents are sent in English as well as in Spanish. They are also informed about the school's academic programs, students' participation, students' academic performance and approaches to increase achievement, for example during open school night and parent/teacher conferences.

Our school has a parent coordinator responsible for making additional outreach gestures to secure all the needs of our parents are attended to. The school parent coordinator works regularly and skillfully to diffuse school problems and conflicts with parents of ELLs as they arise.

P.S. 75 parents are required to attend an Orientation for Parents of ELLs. The parent orientations are conducted every month if needed. This orientation will be provided by a school administrator, school parent coordinator and the ESL Coordinators. During this orientation parents or guardians are informed through pamphlets and a Department of Education video of the various ELLs programs available for their children, especially those available at PS 75. Upon receiving the information on the various educational programs for ELLs,

parents/guardians are then asked to make a program selection. After reviewing the Parent Survey and Program Selection forms for the past few years, there seems to be a trend indicating that many parents are requesting that their children attend self-contained ESL classes or monolingual classes while receiving ESL services, if their child has not passed the NYSESLAT exam.

Implications for Instruction

The implications for Language Allocation Policy and instruction at P.S. 75 are for students to be encouraged to speak through task-oriented situations in order to interact and communicate with peers and adults. Listening activities (note-taking, following spoken instruction), flexible groupings, instructional features (theme studies, scaffolding, language sensitive lessons modifications), multidimensional assessments (formal, informal, portfolios, running records, anecdotal observations) and other sources such as videos and audios (book on tape) will continue to be utilized. Reading and writing strategies for developing and improving English proficiency levels include guided, shared, and independent reading and writing (small groups, peer grouping, student-teachers conferencing) in order to develop and enhance language proficiency.

In addition, the implications for instruction will involve continued staff development for teachers of ELLs in the use of ESL scaffolding strategies to teach content area materials, the use of oral and written language, the use of disciplinary discourse with students, push-in and pull-out support and extended day program for extra help.

Teachers will expect students to achieve at high performance levels and use a variety of instructional strategies to challenge them. Students will be engaged in projects that enhance and ensure creativity and critical thinking. They will take responsibility for student success by employing methods to meet the needs of students. P.S. 75 teachers will be facilitators of students' academic and personal growth, guiding them to be independent thinkers. Also, they will encourage students to take ownership of their own learning as evidenced by creative student work, rigorous lesson planning and student interactions.

To ensure meeting the needs of our ELL population, we will continue providing them the following services: Academic Intervention Services, Extended Day, Differentiated Instruction, Push-in Model of Instruction, Pull-out Model, Tutoring, Out of Classroom Writing Workshop, After School Instruction, and Saturday Instruction.

**CLASS PROGRAM
1ST GRADE SELF-CONTAINED ESL**

	PERIOD 1 8:43 – 9:33	PERIOD 2 9:37 – 10:27	PERIOD 3 10:31 – 11:21	PERIOD 4 11:25 – 12:15	PERIOD 5 12:19 – 1:09	PERIOD 6 1:13 – 2:03	PERIOD 7 2:07 – 2:57
MONDAY	ESL/ LITERACY	ESL/ LITERACY	LUNCH	ESL/LIT./ S. STUDIES	DRAMA	ESL/MATH	ESL/MATH
TUESDAY	ESL/ LITERACY	ESL/ LITERACY	LUNCH	ESL/ LITERACY	GYM	ESL/MATH	ESL/MATH
WEDNESDAY	ESL/ LITERACY	ESL/ LITERACY	LUNCH	ESL/ LITERACY	ESL/LIT./ S. STUDIES	ESL/MATH	ESL/MATH
THURSDAY	ESL/ LITERACY	ESL/ LITERACY	LUNCH	ESL/ LITERACY	GYM	ESL/MATH	ESL/SCIENCE
FRIDAY	ESL/ LITERACY	ESL/ LITERACY	LUNCH	ESL/LIT./ S. STUDIES	ART	ESL/MATH/ SCIENCE	ESL/SCIENCE

**CLASS PROGRAM
FREE STANDING ESL (PUSH-IN AND PULL-OUT)**

	PERIOD 1 8:43 – 9:33	PERIOD 2 9:37 – 10:27	PERIOD 3 10:31 – 11:21	PERIOD 4 11:25 – 12:15	PERIOD 5 12:19 – 1:09	PERIOD 6 1:13 – 2:03	PERIOD 7 2:07 – 2:57
MONDAY	3-5 ESL PULL OUT B/I/A	GR. 4 ESL PUSH IN	GR. 3 PUSH IN	GR. 5 PUSH IN	LUNCH	PREP	3-5 ESL PULL OUT B/I
TUESDAY	3-5 ESL PULL OUT B/I/A	GR. 4 ESL PUSH IN	GR. 3 PUSH IN	GR. 5 PUSH IN	LUNCH	PREP	3-5 ESL PULL OUT B/I
WEDNESDAY	3-5 ESL PULL OUT B/I/A	GR. 4 ESL PUSH IN	GR. 3 PUSH IN	GR. 5 PUSH IN	LUNCH	PREP	3-5 ESL PULL OUT B/I
THURSDAY	3-5 ESL PULL OUT B/I/A	GR. 4 ESL PUSH IN	GR. 3 PUSH IN	GR. 5 PUSH IN	LUNCH	PREP	3-5 ESL PULL OUT B/I
FRIDAY	3-5 ESL PULL OUT B/I/A	GR. 4 ESL PUSH IN	GR. 3 PUSH IN	ESL/LIT./ S. STUDIES	LUNCH	PREP	3-5 ESL PULL OUT B/I

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Based on home language surveys and interaction with parents on a continuous basis, P.S. 75 recognizes the need at the present time to produce literature in both Spanish and English to ensure the dissemination of all information pertinent to the school community. Notices are sent out as far as advance as possible. In addition, our school safety officers, main office personnel, and parent coordinator are able to provide parents with information in both Spanish and English.

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

Although P.S. 75 has the ability to provide written translation and oral interpretation services to the parents of its students, we find that regional and citywide communications are not always provided in alternate languages, leaving the school to interrupt the educational process to translate such information for dissemination to parents.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
 - **As in the past, P.S. 75 will continue to provide in-house written translation services and language assistance to our parents via school administrators and/or staff.**
 - **Notices will continue to be produced in both languages and sent home in advance with students and/or by mail.**
 - **School generated letters will be sent in English as well as in Spanish**
 - **Communicate information about the school's academic program and students' participation**
 - **Provide information about the students' academic performance and approaches to increasing achievement, for example during open school night.**

- Translate NCLB communications not available from central board.

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

The Home language surveys were distributed to newly admitted students. School personnel provided assistance to parents in filling out the required forms. Based on this survey we have found that our school has a large population that speaks and reads in languages other than English. Principal and her cabinet met to discuss the translation needs of the school. Again, P.S. 75 will continue to provide in-house oral language assistance to our parents via school administrators and/or staff. The parent coordinator and/or school guidance counselor will assist at all parent meetings with oral language translation.

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

P.S. 75 will use school population data to determine the languages that are presently spoken by the students and parents of our school community. Using this information, we will produce information in English, as well as the other dominant language(s) when preparing written communications for parents. In addition, the same efforts will be made to secure and/or identify staff members or parent volunteers to assist in providing oral translation services in all necessary languages. P.S. 75 currently uses in-house staff and/or school administrators to provide these services.

BUDGET NARRATIVE: What will you buy with the funds and how will you use your budget? **Translation Funds – Title I Translation Services \$1,493.00 and TL Translation Services \$595.00**

Budget Category	Explanation
<u>Personnel</u> such as teacher per session or paraprofessional (bulk jobs) \$1,888.00	We will hire bilingual Spanish translators from within our staff to perform these duties as per session, 4- 8 hours per week.
<u>Purchased services</u> such as contractual translation or interpretation services	N/A
<u>Supplies and materials</u> \$200.00	We will purchase paper, ink for our copier, folders, pens, and any other pertinent materials to ensure that our Spanish speaking parent’s need are met.
<u>Local travel</u> for staff providing translation/interpretation services	N/A

TOTAL	
\$2, 088.00 (without fringe subtracted)	

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	652,644	209,321	861,965
2. Enter the anticipated 1% set-aside for Parent Involvement:	5,975	2,093	8,068
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	32,632	*	
4. Enter the anticipated 10% set-aside for Professional Development:	65,264	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: ___100_____
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

PS 75 Parent Involvement Policy

PS 75 parents will be included in the planning implementation, evaluation and continuous improvement of school level programs funded by Title I funds in the following manner:

- Parent members will be included in the School Leadership Team and participate in all monthly meetings. During these meetings programs, materials and school initiatives will be discussed, evaluated and planned.
- In the fall a meeting will be scheduled where all parents will be informed of all programs funded through Title I.
- Parents will be informed of their children's progress toward achieving State and City standards and will be encouraged to meet with teachers to discuss ways in which they can assist their children.
- PS 75 will provide parents with many opportunities to participate in several workshops aimed at providing information and strategies in content areas, parenting skills, social issues. PS 75 will provide parents with classes aimed at improving their own academic skills in order to facilitate their efforts in enhancing their children's education at home.
- Parents will be provided with information regarding SES programs in a timely manner. A meeting will be scheduled where providers will be available to explain their programs so that parents can make an informed decision when choosing programs.
- Parent communications will be available in Spanish and translations in other languages will be provided.
- The Parent Compact will be developed in collaboration with parents and will be distributed to the PS 75 community in order to strengthen parental participation in our students' education.
- The annual review to the parent compact will take place in December 2010 and will be distributed to SLT Title I parents in February 2011.

PS 75 PARENT COMPACT

Our school’s mission:

It is the mission the PS 75 Parent Compact to work collaboratively with parents, teachers, administrators, staff and community agencies in making PS 75 the “Spotlight on Excellence” school. With this collaboration we will provide our students with high quality curriculum and instruction in a supportive and effective learning environment that enables students to meet State and City standards.

Our parents’ mission:

- **To support our children by:**
- **Making sure they come prepared to school**
- **Providing an environment at home that will help to support the education of our children**
- **Recognizing their individual strengths and build upon them**
- **Providing opportunities at home whereby a sense of family support is experienced**
- **Participating in school’s activities, meetings and workshops aimed at improving our skills at providing our children with a continuation of educational experiences at home**

The School will...	The parents will...
Provide a learning environment that promotes and sets high standards for all children	Set aside a place at home where children can sit and complete school related assignments, read with our children on a daily basis and participate in school offered workshops aimed at improving our involvement at home.
Continue to schedule monthly PA meetings to inform parents of all programs offered at the school	Attend, give feedback and discuss the effectiveness of the programs offered
Schedule meetings throughout the year on specific topics that affect our students’ achievement. (housing, social issues, domestic violence, etc.)	Seek help and assistance from social workers, guidance counselors, health providers and parent coordinator problems arise that will prevent our children’s achievement in school.
Provide parents with the school’s accountability system used to determine progress and students performance. (student academic progress report, student report card, assessments, etc.)	Attend scheduled conferences to discuss our children’s progress and possible assistance if needed.
Provide parents with the results of standardized tests and other data pertinent to the academic performance of students (State School Report Card, NYC Progress Report, Quality Review, etc.)	Attend the school’s meeting where this information is discussed and data is interpreted and explained to parents. Assist the school in implanting initiatives designed to improve data.
Provide parents with the opportunity to give feedback through Parent Surveys and questionnaires.	Actively participate in completing the Parent Survey and questionnaires from the School Leadership Team

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

Teachers will be provided opportunity to meet during common planning to review and analyze assessment performance results. Once these meetings take place we will provide our teachers with our School Assessment of Instructional program questionnaire. On this document, teachers are encouraged to give administrators and members of the SLT with valuable feedback regarding our existing instructional programs, materials and professional development needed in order to improve our student outcomes. The SLT in collaboration with administrators and coaches will review the responses and re-evaluate and make the necessary changes to our educational programs based on this data.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.

- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

Please see AIS and ELA goals in response to this question.

3. Instruction by highly qualified staff.

Our hiring committee will evaluate the credentials of all candidates seeking positions at our school to ensure that they are fully certified in the content area they will teach. Any teachers who are missing credentials will receive professional development from our coaches and mentor in order to address their deficiencies

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
- **Ongoing PD during grade conferences and faculty conferences**
 - **Push-In Staff Development by Literacy Coach, Math Staff Developer, New Teacher Mentor, AIS Specialist**
 - **Curriculum Mapping for Literacy**
 - **Assessment Workshop for scoring and diagnostics**
 - **Study groups and partnerships with consultants and universities to ensure quality professional development**
 - **Professional Development focuses on the needs of students, teachers, as well as paraprofessionals working with students**
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
- **School-Based Organization Hiring Committee to provide and informative interview process that ensures school-wide support**
 - **Principal and Assistant Principals will attend hiring halls and career fairs hosted at area universities**
 - **Principal and Assistant Principals will foster an ongoing relationship with area universities and provide opportunities for their student teachers**
6. Strategies to increase parental involvement through means such as family literacy services.
- **Learning Leaders**
 - **Hands on Activities during Workshops**
 - **Basic Education/GED Classes**
 - **ESL Classes**
 - **Computer Classes**
 - **Art Classes**
 - **Translation services available**
 - **Parent Coordinator**

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
 - **Hold Parent orientation with Head Start and UPK programs not located at our school.**
 - **Parent coordinator attends spring meetings at Head Start sites**
 - **At the beginning of the school year parents are invited for a full week of orientation**
 - **The P.S. 75 Math program is the same as the Kindergarten Math Program (Every Day Math)**
 - **Balanced literacy is introduced in Pre-K and continues in Kindergarten**
 - **Pre-K students participate in the same independent reading program as kindergarten (100 Book Challenge)**
 - **Pre-K students spend a student orientation day in kindergarten classes**
 - **A moving up ceremony is held for Pre-K students to celebrate moving up to kindergarten**
 - **Pre-K students receive kindergarten reading list**
 - **A big book of Pre-K memories is created for students to read in Kindergarten**

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
 - **Grade Leader and School Support Staff will participate at school meetings in order to provide feedback between administrators and staff**
 - **Grade Leaders and the School Support Staff will have opportunities to meet with and raise question to vendors of various assessments**
 - **Use of Running Records**
 - **Analysis of Student Profiles**
 - **Workshops on how to use tests diagnostically**
 - **PIP folders for at risk students**

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
 - **AIS Interventions will be provided to those students who have been identified as at risk for failing state and local assessments**
 - **Classroom teachers will identify the AIS students and services will be provided in a pullout/Push-in model by the AIS Instructional Team**
 - **Extended Day and Saturday Academies**
 - **SETSS at risk services**
 - **37.5 Tutoring – Extended Day**

- **ESL-AIS Interventions**
- **Child Study Team referral**
- **Push-In Services**

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

- **SES Provider Fair**
- **AIS Services**
- **Career Day**
- **Character Development**
- **Episcopal Social Services After School Programs**
- **Parent Coordinator Workshops**
- **GED Classes**
- **ESL Classes**
- **Computer Classes**
- **Fire Prevention and Safety Assemblies**
- **Health Department Assemblies**
- **Free Health Services in collaboration with Urban Health Center**
- **Library Services and enrollment**

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(i.e., Federal, State,</i>	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that
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Reminder: 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
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	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X			548773	X	Pp 18-25, appendixes 1, 2
Title I, Part A (ARRA)	Federal	X			207228	X	Pp 18-25, appendixes 1, 2
Title II, Part A	Federal	X			52247	X	Pp 18-25, appendixes 1, 2
Title III, Part A	Federal	X			245658	X	Pp 18-25, appendixes 1, 2
Title IV	Federal			X			N/A
IDEA	Federal	X			119245	X	Pp 18-25, appendixes 1, 2
Tax Levy	Local	X			2652226	X	Pp 18-25, appendixes 1, 2

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS- N/A

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.

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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: Restructured-Advanced **SURR³ Phase/Group (If applicable):** N/A

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.

ELA-SWD sub-group: Although all our subgroups made AYP for the 2010 school year, our SWD group have not consistently made AYP for the past three years. We have identified the need to focus on differentiated instruction, academic interventions, more time on task for this sub-group. Additionally, we have determined that our SWD would benefit from Read Well and Read 180 literacy programs. This subgroup will receive additional instruction in ELA strategies and test preparation

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.
 - **Five 50 minute periods per week**
 - **Differentiate ELA instruction in all classrooms – Tier 1 Intervention**
 - **Students will be identified for intervention based on content and skills assessment. Groups will be reorganized based on formal and informal assessments**
 - **Groups will also be reorganized for content area based on upcoming standardized assessments**
 - **Identified students will also receive intervention in a lab setting (Read 180)**
 - **Identified students receive enrichment during extended day**
 - **Selected classrooms provide literacy instruction utilizing a lab component (Read 180)**
 - **Read Well program is used to support instruction in basic reading skills**

School Under Registration Review (SURR)

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

Funds will be used to pay for a full time Math Staff Developer/Data Specialist.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

Teachers will be mentored weekly by our Teacher/Mentor, an in-house full time experienced teacher who meets regularly with new teachers. In addition we have peer mentoring program where more experienced teachers provide classroom support to new teachers. Teachers who fall under "not highly qualified" category will receive professional development from our full time Literacy and Math coaches, mentor and peers. This mentoring will include assistance in incorporating teaching strategies to support all students in those classes.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

Our school will disseminate letters in both English and Spanish with translations available to lower incidence languages. This format letter is available at the DOE website and will be customized to include our schools exact information

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)- N/A

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
There are 11 students in the category of THS currently enrolled at our school.
2. Please describe the services you are planning to provide to the STH population.
 - **AIS Interventions will be provided to those students who have been identified as at risk for failing state and local assessments**
 - **Classroom teachers will identify services necessary and will be provided in a pullout/Push-in model by the AIS Instructional Team**
 - **Extended Day and Saturday Academies**
 - **Guidance at risk services**
 - **37.5 Tutoring – Extended Day**
 - **ESL-AIS Interventions**
 - **Child Study Team referral**

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 075						
District:	8	DBN:	08X075	School		320800010075	

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5	v	9	Ungraded	v
	2	v	6		10		

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	36	30	34		89.9	91.2	91.5
Kindergarten	113	102	110				
Grade 1	116	92	100	Student Stability - % of Enrollment:			
Grade 2	105	106	86	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	93	101	98		87.5	89.1	88.7
Grade 4	134	89	107				
Grade 5	110	130	93	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0		91.2	96.9	96.9
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		18	60	73
Grade 12	0	0	0				
Ungraded	4	4	2	Recent Immigrants - Total Number:			
Total	711	654	630	(As of October 31)	2007-08	2008-09	2009-10
					12	13	16

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	47	35	24	Principal Suspensions	2	6	19
# in Collaborative Team Teaching (CTT) Classes	50	68	68	Superintendent Suspensions	10	5	8
Number all others	34	30	32				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	94	99	TBD	Number of Teachers	64	65	63
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	18	18	9
# receiving ESL services only	45	37	TBD				
# ELLs with IEPs	1	21	TBD	Number of Educational Paraprofessionals	5	4	7

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	96.7
				% more than 2 years teaching in this school	46.9	61.5	90.5
				% more than 5 years teaching anywhere	46.9	50.8	61.9
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	73.0	85.0	90.5
American Indian or Alaska Native	1.0	0.8	0.6	% core classes taught by "highly qualified" teachers	98.4	97.9	98.4
Black or African American	26.4	26.3	25.1				
Hispanic or Latino	69.5	69.3	72.4				
Asian or Native Hawaiian/Other Pacific	0.7	0.8	0.5				
White	1.5	1.4	1.4				
Male	53.6	52.6	50.2				
Female	46.4	47.4	49.8				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good			Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced				v	

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	X	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native	-	-	-				
Black or African American	v	v	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial	-	-	-				
Students with Disabilities	X	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
Student groups making	5	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	52.2	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	6.4	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	7.4	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	35.4						
<i>(Comprises 60% of the</i>							
Additional Credit:	3						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CEI/PEA	District 08	School Number 075	School Name Public School 75
Principal Marines Arrieta-Cruz		Assistant Principal Yokasta Pena	
Coach Evangeline Mercado		Coach Sharin Tirado	
Teacher/Subject Area Maria Acosta/ESL		Guidance Counselor Antonia Crespo-Battu	
Teacher/Subject Area Rosemarie Parreno/ESL		Parent Terry Lambert	
Teacher/Subject Area Vanessa Veal/Writing		Parent Coordinator Mabel Gonzalez	
Related Service Provider type here		Other	
Network Leader		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	3	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	4	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	625	Total Number of ELLs	116	ELLs as Share of Total Student Population (%)	18.56%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
- Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

The process of identification begins upon registration. Preliminary screening and interviews are conducted by the ESL teachers. Parents are asked to complete the Home Language Identification Survey (HILS) which is given by a trained secretary or ESL Coordinators/Teachers. The ESL Coordinators/Teachers review the Home Language Identification Survey (HLIS) for eligibility. Once eligibility is determined, the LAB-R is given within 10 days upon registration. The results on the LAB-R will determine the following: 1) a student who speaks little or no English will be placed in a beginner category for ELLs; 2) students who are transferring from another school will many times already have results from the LAB-R. Eligible students who are transferring from a private or school outside of New York will have to be administered the LAB-R; 3) students who are eligible for bilingual education or whose parent selection is for a bilingual program are often referred to a nearby bilingual school.

If the student is determined to require services as per the LAB-R/English, the parent or guardian is immediately informed. They are then required to attend an Orientation for Parents of ELLs. There are three orientations conducted throughout the school year for entitled students. During these orientations parents or guardians are informed through pamphlets and a Department of Education video of the various ELLs programs available for their children, especially those available at P.S. 75 - Self-Contained and Free Standing ESL. Upon receiving the information on the various educational programs for ELLs including the instructional process, parents/guardians are then asked to make a program selection. ESL Coordinators/Teachers distribute the ESL entitlement letters, Parent Survey and Program Selection forms.

Parents are also notified about the NYSESLAT and how their child can exit out the program by scores a certain level of proficiency. Parents are encouraged to join school community events, participate in the PTA, attend Parent/Teacher conferences, and volunteer as learning leaders. Information is always presented to parents in both languages (English/Spanish). Translators are available for parents on site.

After reviewing the Parent Survey and Program Selection forms for the past several years, parents' first choice of selection has been the Self-Contained and Free Standing ESL program. Presently, PS 75 does not have a bilingual program. Parents seem to be satisfied with the programs available to their children at P.S. 75.

Most parents opt to ESL, mainly because they prefer to teach their children their native language at home. Many of our students speak a language other than English and Spanish.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>30</u>	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number):	
African-American: <u>40</u>	Asian: <u>13</u>
Hispanic/Latino: <u>557</u>	Other: _____
Native American: <u>8</u>	White (Non-Hispanic/Latino): <u>7</u>

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	14	17	16	25	16	16								104
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic				2										2
Haitian														0
French			1		2									3
Korean														0
Punjabi														0
Polish														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Other		4		1	1	1								7
TOTAL	14	21	17	28	19	17	0	116						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

Public School 75 is a Pre-Kindergarten through Grade 5 school located in the Hunts Points section of the South Bronx, a low socio-economic area. It is a school serving 625 students including Special Education students in grades K-5. The ESL Program has six heterogeneous Self-contained classes. Presently, the total ELL population at P.S. 75 is 117 students from culturally diverse background that constitute 20% of the school population. Our student's population is almost exclusively Hispanic and Black American. According to the latest available ethnic data 57.0% of the students are Hispanic; 18.3% of the students are Black American; .08% are American Indians; .05% of the students are Asian-Pacific Islander; .09% of the students are White. Approximately 22% of the students have Individualized Education Plans (IEP) and receive the full continuum of the services including Special Education Teacher Support Services (SETSS), instruction in a self contained class, and related services such as speech and language, and counseling. Additionally 16.1% of the students are English Language Learners (ELL), with Spanish as the dominant Language among the majority. The majority of the students who attend P.S. 75 are from low-income families, and 100% qualify for free lunch.

The following is a representation of the existing levels at the school:

Proficiency Levels	Total # of students	Minutes
Beginning	35	360 minutes
Intermediate	35	180 minutes
Advanced	45	180 minutes

In an effort to develop the language skills and fluency of our ELL's population at P.S. 75, we use the Workshop Model which follows all the balanced literacy components, such as, Read Aloud, Shared Reading/Writing, Independent Reading/Writing and Guided Reading/Writing. In addition to the Model, we incorporate audio/visuals, listening centers, big books, charts, graphic organizers, and manipulative.

The content areas in the Self-Contained ESL classes are taught using the following scientific based approach: Basic Interpersonal

Communication Skills (BICS); Cognitive Academic Language Proficiency (CALP), by Commins (1984), and the Cognitive Academic Language Learning Approach (CALLA), by A. Chamot and M. O'Malley. In every classroom at P.S. 75, you will find differentiated instruction in order to meet the varying needs of the ELL's population.

Teaching strategies used to meet the different needs of our ELL's students are: modeling, total physical response, repetition, hands-on-instruction, small group instruction, and individual instruction and pairing. Reading strategies such as Reciprocal Teaching are done to help students construct their understanding of literacy. Teachers are encouraged to work on thematic units to help students learn holistically which research has proven to be the most effective for English Language Learners. In addition, leveled libraries exist in all classrooms and bilingual books are visible for ELL students. Ongoing assessments are done in monthly learning walks, professional development, and research study groups.

There are currently five SIFE students receiving daily Academic Intervention services to develop their academic language skills. Newcomers, SIFE and long-term ELLs are classified according to their English language proficiency in a timely manner, and their ESL instructional program is designed to accommodate their learning on the basis of their proficiency. Parents receive information and orientation related to the Language Allocation Policy (LAP) and how it affects the delivery of the chosen instructional model.

ELL Demographics

	K	1	2	3	4	5
Self-Contained ESL	17	16	14	18	15	15
Freestanding ESL	0	3	4	8	3	4

There are a total of 66 ELL students who are mandated to take the ELA test in April 2010. ELL students have a choice to take the content area examination in Mathematics, Social Studies and Science in their native language or use English and native language editions simultaneously or use bilingual dictionaries and glossaries.

We strive to provide solid and effective preparation in English Language Arts and other content areas for students. The greatest increase occurred in the total number of students in the testing grades are in the intermediate proficiency level. Many of our beginning students are newcomers.

Newcomers receive intensive instruction in ESL. This is done to ease their transition to a new environment. During orientation meetings, the ESL teachers meet with parents to discuss future plans. Explicit, small group instruction is essential for our Beginning ELLs. These students are provided with daily and extended services in basis competency skills. Advanced students receive additional instruction during the extended day academy.

The school's transition plan for ESL students (including the special education students) who reach proficiency on the NYSESLAT and are transferred to monolingual classes is to provide two additional years of ESL support services. In addition, they participate in P.S. 75 Academic Intervention Programs to insure that they reach the highest academic achievement.

At P.S. 75, there are nine ESL certified teachers. The ESL classes consist of beginning, intermediate and advance English proficient level students. Students in the beginning and intermediate level of English of proficiency receive weekly 8 periods (360 minutes) of instruction in ESL. Advanced students receive 4 periods (180 minutes) of instruction in ESL and 4 periods (180 minutes) of instruction in ELA. The same is applicable to the special education students respectively.

At P.S.75 we support the initial adjustment of immigrant students who are newcomers in our school to the language, culture and schooling of their new country. We emphasize the integration of academic and personal-social support to help students adjust. Our plan for integrating newcomers into our classrooms is based on Maslow's hierarchy of human needs which are safety and security and a sense of belongingness (Maslow, 1968). To address these needs the following recommendations are helpful: 1) assign a "personal buddy" to each newcomer who speaks his/her language, knows the school, and is comfortable here; 2) the teacher should set predictable routines and schedule which creates a sense of security for new students; 3) newcomers should be assigned to a "home-group" that remains unchanged for a long time which maybe defined by table; 4) The teacher should seat newcomers toward the middle or in front of the classroom so they can observe experienced students; 5) repetition of classroom routines provide newcomers with language learning opportunities; 6) integrate newcomers into cooperative groups for further social and academic language learning activities through the following phases: get along, developing relationships, production and autonomy. Cooperative groups may be homogenous or heterogeneous.

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

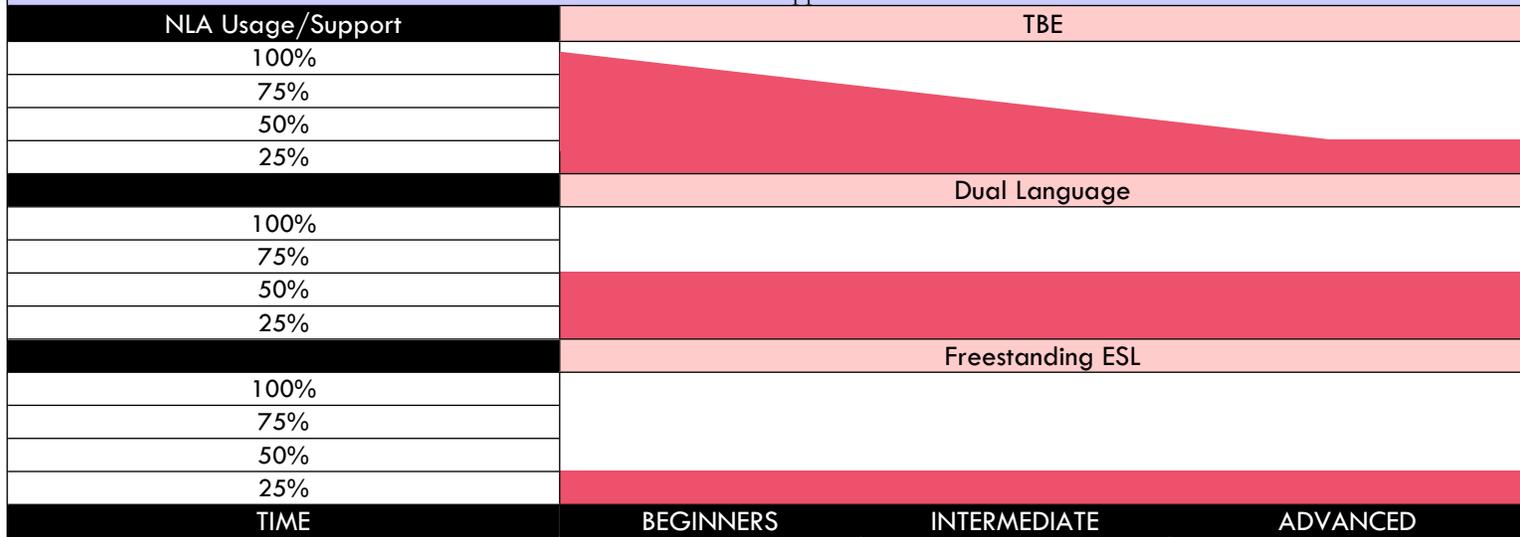
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Arts and Native Language Support

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



B. Programming and Scheduling Information--Continued

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

Over the past years, student's English language proficiency has been measured through the NYSESLAT. In general, students in grades K through five achieved at higher English proficiency levels in the speaking and the listening modality of the exam. Students scored lower in the reading modality. The writing modality throughout all grades illustrated an even lower proficiency gain. It is evident that rigorous instruction in Reading and Writing is a necessary improvement in order to make meaningful gains in English language proficiency.

Students in grades K-1 are in the beginning level in the four modalities. However, when ELL students are promoted to grades 2-5 they followed the regular pattern on increasing a proficiency level per year with few exceptions. Based on the data, mostly of the upper grades achieved the advanced level in the four modalities. For the advanced level across grades, there are students based on their total NYSESLAT scores who increase their proficiency levels from the intermediate to the advanced levels. Their average reading and writing raw scores increase an average of 1-10 points.

The greatest difference between the intermediate and the advanced students are reflected in the reading and writing raw scores. For the beginning and the intermediate levels, there are students across the grades that increase their reading and writing levels with average of 1-10 points. Few students remained in the same language proficiency levels while most of the students move two levels of proficiency from the beginning to the advanced levels across the grades.

Those students who took the NYSESLAT assessment for first time mostly scored intermediate and advanced levels. As a result, some of those students achieved the proficiency level in the NYSESLAT. Despite of the increase in the four modalities, we observe that reading and writing seem to be the most difficult skills to be mastered.

The ELL program at P.S. 75 continues to strive to move students in making one proficiency level gain by the end of the school year. This year, twenty-three of our ELL students became proficient enough to exit the program while many of the students at the beginning proficiency levels made significant gains. Based on NYSESLAT, Interim Assessment, and ELA data, focus areas of need reflect a strong emphasis for instruction in the areas of Reading Comprehension and Writing.

These assessments drive instruction and remediation. This is necessary in order to move our Intermediate and Advanced students and ultimately help them to reach the proficiency levels needed to exit the program. Lessons and assessments are aligned with performance standards. Based on the LAB-R and NYSESLAT data, students receive the mandated minutes; beginners and intermediate receive 360 minutes. Advanced level students receive 180 minutes.

There are a total of 66 ELL students who are mandated to take the ELA test in April 2011. ELL students have a choice to take the content area examination in Mathematics, Social Studies and Science in their native language or use English and native language editions simultaneously or use bilingual dictionaries and glossaries.

We strive to provide solid and effective preparation in English Language Arts and other content areas for students. The greatest increase occurred in the total number of students in the testing grades are in the intermediate proficiency level. Many of our beginning students are newcomers.

In an effort to develop the language skills and fluency of our ELL's population at P.S. 75, we use the Workshop Model which follows all the

balanced literacy components, such as, Read Aloud, Shared Reading/Writing, Independent Reading/Writing and Guided Reading/Writing. In addition to the Model, we incorporate audio/visuals, listening centers, big books, charts, graphic organizers, and manipulative.

The content areas in the Self-Contained ESL classes are taught using the following scientific based approach: Basic Interpersonal Communication Skills (BICS); Cognitive Academic Language Proficiency (CALP), by Commins (1984), and the Cognitive Academic Language Learning Approach (CALLA), by A. Chamot and M. O'Malley. In every classroom at P.S. 75, you will find differentiated instruction in order to meet the varying needs of the ELL's population.

Teaching strategies used to meet the different needs of our ELL's students are: modeling, total physical response, repetition, hands-on-instruction, small group instruction, and individual instruction and pairing. Reading strategies such as Reciprocal Teaching are done to help students construct their understanding of literacy. Teachers are encouraged to work on thematic units to help students learn holistically which research has proven to be the most effective for English Language Learners. In addition, leveled libraries exist in all classrooms and bilingual books are visible for ELL students. Ongoing assessments are done in monthly learning walks, professional development, and research study groups.

Since Writing and Reading are still the focus for this academic year, strong emphasis is on the Reading and Writing workshop. The workshop model relies heavily on intensive forms of writing. The instructional materials being utilized for reading are Land of the Letter People (PreK-K), Read Well (K-2), 100 Book Challenge (K-2), Comprehension Strategies Kit (3-5), Chapter Books (3-5), Read 180 (3-5 technology), Junior Great Books (3-5), Focus Forward (3-5), and Extensions in Reading Paired Passages (3-5 Test Prep) and Skill Bridge (3-5 Test Prep). The instructional materials being utilized for writing are WRITE! and Write Source, comprehensive writing programs designed to help students with special needs. Teachers are also trained on working with students on the writing process, which is another approach to writing proficiency. ELLs students who are at risk receive instruction through the Breakthrough to Literacy program. ELL instructors are also trained in Breakthrough to Literacy. The instructional materials being utilized for math are Everyday Math (PreK-5), Math Steps (PreK-5), New York State Coach (3-5 Test Prep), Comprehensive Math Assessments (2-5 Test Prep) and Elements of Daily Mathematics (3-5 Extended Day).

In addition, our ELL and Special Education students participate in the Out-of-Class Writing Workshop. This program provides struggling writers with the skills necessary to become competent and independent writers. Although an eclectic approach is used, one of the approaches that seem to work well with certain students is the self-regulated strategy development (SRSD). This approach uses explicit and extensive instruction in writing strategies; instruction is individualized to the student's needs and abilities using feedback and support; students are self-paced, but must meet certain criteria before moving from one stage of instruction to the next. In an effort to differentiate instruction, other students are guided through the writing process and receive direct instruction. Students also use graphic organizers to help them organize their writing. In terms of differentiation, certain students are also encouraged to revise as they write, which takes away their frustration of having to rewrite repeatedly. The extent of the Out-of-Class Writing Workshop has been on informational expository writing. However, once per month, students are invited to free write a piece, which is used to assess how well they are using the strategies.

Furthermore, during the school year, our school provides ongoing small group instruction to all of our students. Our English Language Learners actively participate in the After-school and Saturday programs. In these programs students are serviced as follows: two hours of English as a Second Language, two hours of Literacy and two hours of NYSESLAT test preparation. At-Risk services teachers provide ELLs reading language, and math instructions in English for 50 minutes daily.

The patterns across the four modalities affect instruction in our school due to the results of the NYSESLAT assessment. The majority of our ELLs scored advanced in this assessment. Therefore, a Push-in ESL Program instead of the Pull-out ESL Program is applicable especially in grades 3-5. This pattern paves the way for the General Education teacher and the ESL teacher to work collaboratively in teaching the content areas in English. For ELLs at the beginning and intermediate levels, both the Push-in and Pull-out Programs of ESL instruction are recommended to comply with the CR Part 154 instructional unit requirement of 360 minutes per week and to reinforce the lessons that they need the most help in a small group setting. In grades K-2, the ESL Freestanding Pull-out Program is used because ELLs belong to different classrooms and the number of students in each grade is convenient for small group instruction. The ESL teacher employs both push-in and pull-out, teaching the same lesson and using different materials as the General Education teacher. Our school strongly recommends ESL Freestanding Push-in and Self-Contained Programs.

Native Language Arts builds a foundation in literacy and academic content that will facilitate English language and academic development as students acquire the new language. Students have a range of developed and prior knowledge experiences. These levels of skills in the native language are considered when preparing lesson plans in order to implement scaffolding strategies and activities to help build on literacy and academic concepts. Academic language development is achieved in a collaborative setting, where ELLs and teachers are partners in learning. Teachers provide scaffolding support that is responsive to the students' needs in developing academic language.

Our ELL instructional program is aligned with ELA/ESL content learning standards and core curriculum. Academic rigor is incorporated in all lessons to improve Reading and Writing skills. Accountable talk is the primary focus for our Beginning level students who are still at the Basic Interpersonal Communicative Skills level of oral proficiency. The Workshop Model of instruction and the components of Balanced Literacy are implemented to enhance comprehension and language development. Students are grouped homogeneously for targeted areas of instruction and are also placed in small differentiated groups for more systematic, explicit instruction. Teachers utilize ongoing assessment in order to: plan, modify and augment instruction; continuously group students according to their linguistic and academic needs; and utilize pertinent strategies to meet individual needs. Teachers group students in homogeneous and heterogeneous groups strategically to meet learning goals and address student needs and growth.

The school leadership team and teachers are using the NYSESLAT, ELA Simulation Tests, Rigby READS Assessment and ELL Interim Assessments to identify the strengths and weaknesses of the ELLs in the four modalities (listening, speaking, reading and writing). The Academic Intervention Team (AIS) and the ESL teachers make a comparative analysis of the scores of the ELL Interim Assessments, NYSESLAT, and the ELA Simulation Tests to determine the specific needs of ELLs based on their results in these tests. Therefore, targeted instruction on the four modalities is addressed and different groups are formed based on the level of the students. ELLs are encouraged to attend the after school and Saturday programs for enrichment. Classroom teachers, coaches, consultants, AIS staff, and the administration have frequent dialogues with the ESL teachers to ensure that ELLs are monitored to ensure their success. Teachers of ELL students receive additional training in ESL methodologies and strategies. These teachers have also been trained in using Tier levels of Response to Intervention. In addition, they receive professional development to teach metacognitive strategies as a way of scaffolding instruction for students.

Upon examining the grade 3-5 New York State ELA (Spring 2010) test, the following results are illustrated for grade 3 ELLs: 10% scored levels 3-4; 69% level 2 and 21% scored level 1. In grade 4; 8% scored levels 3-4; 61% level 2 and 31% levels 1. In grade 5; 23% scored levels 3-4; 49% level 2 and 28% scored level 1. The implications are for ELLs and instructors of ELLs to continue to use instructional time blocks, on-going professional development to teach effective reading/writing practices, Comprehension Strategies, Junior Great Books, Chapter books, funded pull-out ELA teachers, and small group instruction.

Upon examining the grade 3-5 New York State Math (Spring 2010) test, the following results are illustrated for grade 3 ELLs: 42% scored levels 3-4; 29% level 2 and 29% scored levels 1. In grade 4; 40% scored levels 3-4; 40% level 2 and 20% level 1. In grade 5; 48% scored levels 3-4; 48% level 2 and 4% scored level 1. The implications are for ELLs and instructors of ELLs to continue to use instructional time blocks, on-going professional development to teach effective math practices, Princeton Review, Everyday Math and Impact Math Assessment, funded pull-out math teachers, and small group instruction.

Upon examining the grade 4th New York State Science (Spring 2010) Assessment, the following results are illustrated for grade 4 ELLs: 81% scored levels 3-4; 13% level 2 and 6% level 1. The implications are for ELLs and instructors of ELLs to continue to use instructional time blocks, on-going professional development to teach effective science practices and hands-on activities, teacher made assessments, and small group instruction. Students have the opportunity enhance their abilities and knowledge in science through Science Fairs projects.

English Language Learners are held accountable to the same grade expectations and standards as monolingual students. The following goals and objectives have been made to improve instruction in English Language Arts and other content areas for English Language Learners:

- To improve scores in Mathematics and English Language Arts for students mandated to take standardized tests. The majority of ELL students are school at Level 2/3 in ELA and Level 3 in Mathematics (Grade 4 & 5).
- To increase proficiency level performance on the NYSESLAT, English Language Arts and Mathematics. The majority of students in the testing grades are at the Intermediate level of proficiency.
- To provide AIS in literacy and language development for ELLs and students at risk and long term ELL students who score at levels 1 and 2 on standardized tests.
- To improve written proficiency at all levels.

In order to provide maximum learning conditions for ELLs and meet compliance with the NYC Department of Education, modifications are in place during simulated and actual testing. ELLs students are provided with necessary assistance (dictionaries and alternate language copies with translations). Students also receive extended time, special location and are assigned proctors during testing. Training is provided to all teachers to learn about approaches used in assessing ELLs. ELLs who are Special Education classes or have specific Individualized Educational Plan (IEP) receive accommodations stated in the IEP. X-Coded ESL students do not receive services but receive preparations and modifications for all examinations.

Extended Day Program

Before school tutoring is available to all ESL students in grades 2-5. This program is instructed by a license ESL teacher. In addition, Academic Intervention Service is provided to our ELL population. These students receive explicit instruction by a licensed ESL teacher.

Advanced students are also given the opportunity to be involved in our academic enrichment extended day program. Long-term ELLs, Holdovers and students at-risk will also receive special instruction by the ESL teacher. This program is specially designed in collaboration with the ESL coordinators and the school Administrators. These students are serviced during the day and after school. The program provides basic instruction in English which includes phonemic awareness and basic mathematical skills in an effort to help students make progress into their academic studies. We have also included newcomer students in our before/after school academic programs as well as providing additional AIS to these students.

After School Program

After school program is available to all ESL students in grades 3-5. This program is instructed by license Bil/ESL teachers. The goal of this program is to provide additional support with ESL, Reading and Writing. The instructional material being utilized for our ESL After School program is Focus Forward by Rigby. This intensive intervention program has been developed based on scientific research in reading and writing and has been used in a standards based curriculum. The program is aligned with New York State standards and will provide opportunities to enhance and differentiate the ESL program. It augments the ESL and can support a balanced literacy program. The program began in October of 2011 for two hours daily four days a week (Monday, Tuesday, Wednesday and Thursday) (3-5PM). The program will end in May of 2011. The program employed ESL/Writing teachers. The primary language of instruction is English.

C. Schools with Dual Language Programs

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

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Professional development opportunities throughout the course of the school year are offered to all personnel who work with ELLs including assistant principals, teachers, paraprofessionals, guidance counselor, social worker, psychologist, occupational/physical therapists, speech therapists, secretaries and school aides. Professional development is designed to engage faculty in professional discourse and provide support for our ELL population. P.S. 75 provides ongoing staff development in reading and writing strategies, using the 100 Book Challenge Program for independent reading and “On the Way to English” K-5 Balanced Literacy Program, Rigby Write Source, Focus Forward Intensive Intervention Program and the Read 180 Program to provide remediation and enrichment in reading and writing processes, and comprehension skills. In addition, our professional development includes training for teachers in ESL strategies/methodologies, language acquisition and the mandated 10 hour training in ESL. These staff development sessions are offered to both ESL and monolingual teachers. Training in ESL is provided to teachers by specialized personnel. Presently, writing workshops are focused on strategies that assist in scaffolding language and learning.

Every month our school has a genre which covers the standards, the star theme and skill using the Kagan Structure in grouping and the Bloom’s Taxonomy in asking questions. Some of the monthly themes are Non-Fiction-Biography, Fiction: Folktales, Poetry, Narrative Procedure, Realistic Fiction, Editorials and Drama. In addition, children’s literary work in the bulletin board reflects the monthly theme. In conclusion, at P.S. 75 teachers have the monthly theme incorporated with their literacy lessons.

ESL and ELA teachers at P.S. 75 work collaboratively. There are scheduled common preparation periods and grade conferences during which they do common planning, inter-visitation, learning walks and plan for future professional development according to the school needs of assessment.

During the school year, evidence of Academic Rigor, is presented in each of our ELL classrooms where the students participate in an

instructional program that regularly ensures continuity of rigorous academic instruction. The administrators, teachers, parents and support staff will be conducting monthly learning walk to assess instruction aligned with the mandated ESL/ELA, and content learning standards and the core curriculum. On-going informal observation, conferencing with teachers will take place to ensure that ELL students participate in small group, task oriented situation that guide the production of language both in verbal and written form.

In addition, the implementation of this Language Allocation Policy is sustained with on-going principal's cabinet meetings, professional development sessions to share ELL strategies with all classroom teachers, continuous data analysis and learning walks.

E. Parental Involvement

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

Parent/community involvement

One of the 'Essential Features' that makes PS 75 unique is it's parental/guardian compact and agreement to excellence. Our school relies on the commitment of PS 75 parents to ensure that students meet high expectations. In doing so, we provide consistent parent orientations and meetings to maintain a relationship between the school and home. Sessions are held with our parents of the ELL students to discuss State Standards, assessments and general program requirements for English Language Learners

Workshops are available for parents. Monthly parent workshops are conducted by ESL faculty. The parent coordinator along with the ESL teachers provides workshops geared for parents of ELLs.

Public School 75 offers parents workshops based on specific, identified needs of ELL parents, using translators, as necessary. We maintain linkages with external resources to provide the services that are not available at the school. Parent coordinator facilitates contacts with external resources and helps parents negotiate school-related issues in parents' language of preference. In addition, the school provides resources for parents who need support services, such as healthcare and bilingual counseling. P.S. 75 offers ESL, and GED classes for parents.

Parent workshop sessions such as Parent Association Meetings and School Leadership Team are some of the avenues to maintain consistent communication with our PS 75 parents. All of the information shared with parents will be disseminated in the language they understand other than English. Public School 75 provides in-house written translation services and language assistance to our parents via school staff and/or parent volunteers. Notices are produced in both languages and sent home in advance with students and/or by mail. School generated letters for parents are sent in English as well as in Spanish. They are also informed about the school's academic programs, students' participation, students' academic performance and approaches to increase achievement, for example during open school night and parent/teacher conferences.

Our school has a parent coordinator responsible for making additional outreach gestures to secure all the needs of our parents are attended to. The school parent coordinator works regularly and skillfully to diffuse school problems and conflicts with parents of ELLs as they arise.

P.S. 75 parents are required to attend an Orientation for Parents of ELLs. The parent orientations are conducted every month if needed. This orientation will be provided by a school administrator, school parent coordinator and the ESL Coordinators. During this orientation parents or guardians are informed through pamphlets and a Department of Education video of the various ELLs programs available for their children, especially those available at PS 75. Upon receiving the information on the various educational programs for ELLs, parents/guardians are then asked to make a program selection. After reviewing the Parent Survey and Program Selection forms for the past few years, there seems to be a trend indicating that many parents are requesting that their children attend self-contained ESL classes or monolingual classes while receiving ESL services, if their child has not passed the NYSESLAT exam.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	11	4	4	5	7	4								35
Intermediate(I)	0	7	7	12	2	8								36
Advanced (A)	6	7	7	8	10	7								45
Total	17	18	18	25	19	19	0	0	0	0	0	0	0	116

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	1	0	0	1	3	0							
	I	0	1	4	1	1	1							
	A	1	14	10	10	5	6							
	P	2	1	2	6	4	2							
READING/ WRITING	B	2	4	3	3	6	1							
	I	0	9	5	9	2	6							
	A	0	5	7	10	11	8							
	P	0	2	3	0	1	0							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	23	51	20	6	100
4	14	41	20	25	100
5	20	48	28	4	100
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	19		39		26		16		100
4	9		32		42		17		100
5	7		33		40		20		100
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	13		33		34		20		100
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	35		10		50		5		100
8									0
NYSAA Bilingual Spe Ed									0

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

Native Language Tests		
	# of ELLs scoring at each quartile (based on percentiles)	# of EPs (dual lang only) scoring at each quartile (based on percentiles)

	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Teachers utilize ongoing assessment in order to: plan, modify and augment instruction; continuously group students according to their linguistic and academic needs; and utilize pertinent strategies to meet individual needs. Teachers group students in homogenous and heterogeneous groups strategically to meet learning goals and address student needs and growth.

The school leadership team and teachers are using the NYSESLAT, ELA Simulation Tests, Rigby READS Assessment and ELL Interim Assessments to identify the strengths and weaknesses of the ELLs in the four modalities (listening, speaking, reading and writing). The Academic Intervention Team (AIS) and the ESL teachers make a comparative analysis of the scores of the ELL Interim Assessments, NYSESLAT, and the ELA Simulation Tests to determine the specific needs of ELLs based on their results in these tests. Therefore, targeted instruction on the four modalities is addressed and different groups are formed based on the level of the students. ELLs are encouraged to attend the after school and Saturday programs for enrichment. Classroom teachers, coaches, consultants, AIS staff, and the administration have frequent dialogues with the ESL teachers to ensure that ELL monitored to ensure their success. Teachers of ELL students receive additional training in ESL methodologies and strategies. These teachers have also been trained in using Tier levels of Response to Intervention. In addition, they receive professional development to teach metacognitive strategies as a way of scaffolding instruction for students.

Upon examining the grade 3-5 New York State ELA (Spring 2010) test, the following results are illustrated for grade 3 ELLs: 10% scored levels 3-4; 69% level 2 and 21% scored level 1. In grade 4; 8% scored levels 3-4; 61% level 2 and 31% levels 1. In grade 5; 23% scored levels 3-4; 49% level 2 and 28% scored level 1. The implications are for ELLs and instructors of ELLs to continue to use instructional time blocks, on-going professional development to teach effective reading/writing practices, Comprehension Strategies, Junior Great Books, Chapter books, funded pull-out ELA teachers, and small group instruction.

Upon examining the grade 3-5 New York State Math (Spring 2010) test, the following results are illustrated for grade 3 ELLs: 42% scored levels 3-4; 29% level 2 and 29% scored levels 1. In grade 4; 40% scored levels 3-4; 40% level 2 and 20% level 1. In grade 5; 48% scored levels 3-4; 48% level 2 and 4% scored level 1. The implications are for ELLs and instructors of ELLs to continue to use instructional time blocks, on-going professional development to teach effective math practices, Princeton Review, Everyday Math and Impact Math Assessment, funded pull-out math teachers, and small group instruction.

Upon examining the grade 4th New York State Science (Spring 2010) Assessment, the following results are illustrated for grade 4 ELLs: 81% scored levels 3-4; 13% level 2 and 6% level 1. The implications are for ELLs and instructors of ELLs to continue to use instructional time blocks, on-going professional development to teach effective science practices and hands-on activities, teacher made assessments, and small group instruction. Students have the opportunity enhance their abilities and knowledge in science through Science Fairs projects.

Part VI: LAP Assurances

To improve written proficiency at all levels.

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

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

Extended Day, Differentiated Instruction, Push-in Model of Instruction, Pull-out Model, Tutoring, Out of Classroom Writing Workshop, After School Instruction, and Saturday Instruction.