



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** P.S. 75 -- THE EMILY DICKINSON SCHOOL

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 03M075

**PRINCIPAL:** ROBERT K. O'BRIEN

**EMAIL:** BOBRIEN@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** ESTHER FRIEDMAN

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Robert K. O’Brien	*Principal or Designee	
Lisa Wilson	*UFT Chapter Leader or Designee	
Lea Mansour	*PA/PTA President or Designated Co-President	
	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	

Mayra Fernandez	Member/Teacher	
Katherine Baldwin	Member/Teacher	
Jen Zunt	Member/Teacher	
Mariana Souto-Manning	Member/Parent	
Joan Sandlow	Member/Parent	
	Member/	
	Member/	



## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- **Improve teacher effectiveness by developing a building-wide consensus on the elements of instructional excellence**

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
- **Both the 2010-2011 Quality Report, School Progress Report and Performance Data suggest that, while PS 75 has made significant strides in institutionalizing classroom practices that drive instructional excellence, the school still needs to improve building-wide consensus on practices on all levels that improve student success in English Language Arts and Math for all subgroups within the building.**

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- - a) **Continuation of inquiry focus groups that study student performance on curriculum-based assessments that are standardized by grade. These groups include ELA, Math, Differentiation for high and low-performing students, data analysis.**
  - b) **Continuation of existing teacher-led inquiry groups and the addition of a consultation group of teachers who have consistently assisted students in all subgroups in performing at high standards; inclusion of specialty teachers in developing Common Core Standards in all classroom instruction; inclusion of service providers in planning for in-class and out of classroom support services that support the Common Core Standards.**
  - c) **Continuation and support of grade-level weekly meetings to study curriculum goals and student needs within the established cycles of instruction in all academic subjects.**
  - d) **Continuation of present timeline of approximately six-week instructional goals; assessment goals in line with the completion of each cycle; ongoing inquiry focus groups and consultation groups to begin by January 15, 2012.**

**Strategies to increase parental involvement**

- Parents will be provided with training to help them work more effectively with their children. Parents will have opportunities to study and understand the accountability systems used by the DoE to evaluate the quality of instruction at this school.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- All teachers employed at P.S. 75 meet the criteria of 'Highly Qualified'.

**Service and program coordination**

All instructional and support activities are budgeted through FSF, Title III and Parent Involvement funds. All activities are designed to support students in acquiring the skills and competencies needed to master the CCLS.

**Budget and resources alignment**

- All funds have been allocated to provide or to improve instruction. Classroom support is largely funded through FSF. A Title I ELL program has been designed to assist ELLs in becoming proficient in English and to meet the CCLS. Title I STH for non-Title I schools provides for counseling and tutoring for STH.

## ANNUAL GOAL #2 AND ACTION PLAN

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

### **Annual Goal #2**

Students will apply mathematical reasoning, knowledge, and skills in problem-solving situations and support their solutions using mathematical language and appropriate representations (data).

### **Comprehensive needs assessment**

- Close study of the CCLS and gap analysis conducted by staff and administrators over the month of November demonstrates that students need to develop a deeper understanding of these key concepts and further development of their ability to represent their thinking.

### **Instructional strategies/activities**

All students will engage in a series of CCLS-based mathematical tasks as part of their goal cycles. Teachers will use a common rubric to judge student growth from the second to the third goal cycle.

A team of teachers will be participating in CFN 408's on-going professional development on the Math CCLS. The team will report back to the grades and the school leaders.

The math teacher team will study student work in math across grade levels to identify the 'gap' between current student performance and CCLS expectations.

### **Strategies to increase parental involvement**

- Parents will be engaged in workshops to understand the new CCLS and the implications they have for reform in math instruction. Parents will also participate in the use of the Acuity tool use data to identify areas of concern and access support material to work with their children at home.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- All teachers employed at P.S. 75 meet the criteria of 'Highly Qualified'.

**Service and program coordination**

All instructional and support activities are budgeted through FSF, Title III and Parent Involvement funds. All activities are designed to support students in acquiring the skills and competencies needed to master the CCLS.

**Budget and resources alignment**

- All funds have been allocated to provide or to improve instruction. Classroom support is largely funded through FSF. A Title I ELL program has been designed to assist ELLs in becoming proficient in English and to meet the CCLS. Title I STH for non-Title I schools provides for counseling and tutoring for STH.

### ANNUAL GOAL #3 AND ACTION PLAN

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

#### **Annual Goal #3**

Students will demonstrate progress in using evidence to support arguments in informational writing.

#### **Comprehensive needs assessment**

- Close study of the CCLS and gap analysis of student work on the CCLS baseline tasks conducted by staff and administrators over the month of November demonstrates that students need to develop a deeper understanding of these key concepts and further development of their ability to represent their thinking. This need is also evident to teacher teams studying the initial efforts of students to support arguments in informational writing through the first units of the 2011-2012 curriculum maps.

#### **Instructional strategies/activities**

- Teachers meet weekly in their grade teams to establish interim goals for instructional cycles. These goals will reflect instructional practices that demand students present evidence to support arguments.
- Teachers meet in vertical teacher teams (ELA K-2 and 3-5) to study student work to identify the gaps between expectations and current performance. Teams will recommend strategies to the larger school community.
- The Common Core Instructional Standards Maps have been adapted by grade teams. Instructional practices support higher level thinking and result in increased ability to present evidence-based arguments.

#### **Strategies to increase parental involvement**

- Parents will be provided with training to help them work more effectively with their children. Parents will have opportunities to study and understand the accountability systems used by the DoE to evaluate the quality of instruction at this school.

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

- All teachers employed at P.S. 75 meet the criteria of 'Highly Qualified'.

#### **Service and program coordination**

All instructional and support activities are budgeted through FSF, Title III and Parent Involvement funds. All activities are designed to support students in acquiring the skills and competencies needed to master the CCLS.

**Budget and resources alignment**

- All funds have been allocated to provide or to improve instruction. Classroom support is largely funded through FSF. A Title I ELL program has been designed to assist ELLs in becoming proficient in English and to meet the CCLS. Title I STH for non-Title I schools provides for counseling and tutoring for STH.

**Annual Goal #4**

Increase teachers use of language development strategies to support English Learners and Spanish Learners as well as language delayed students or Students with Disabilities (SWD) to synthesize and respond to higher level text.

**Comprehensive needs assessment**

Review of the ELA, NYS Math and NYSELAT exams demonstrate a need to develop this goal. The Common Core curriculum units that are being implemented school wide will be scaffolded to create accessibility for all students including ELLs, Spanish learners, and students with disabilities.

**Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
- General Education, Bilingual, and Special Education teachers will implement a range of strategies to support language development and language comprehension for ELLs, SLL, and SWD.
- Daily read alouds with teacher and student analysis will be used to model text synthesis and reading responses. Students will participate in universal screening within the first month of school.
- Students will be placed in guided reading groups and will receive guided reading 4-5 times per week.
- Students will receive progress monitoring monthly; they will be assessed daily by their teachers as part of the guided reading program. More extensive running records will be taken as part of the goal setting cycle.
- Teachers will receive training in the use of the [RTI handbook](#). They will use the handbook to assess the gaps in student learning and to write a plan to address presenting need. The ELL Teacher Team and the Differentiated Curriculum Teacher Team will look carefully at strategies to support language development and turnkey their finding to the entire staff. Special Education Teachers will receive initial training in the UDL methodology.
- Administration and the RTI Inquiry team will support classroom teachers by providing feedback to them on their implementation of language development strategies.
- Teachers in grade level teams will create assessment pieces that consider students' ability to comprehend and synthesize CC unit texts. In depth analysis of ELLs, SLLs, and SWD work samples from initial assessments on the CCLS in ELA to consider gap analysis for these populations and supports for improved performance on mid-term bench mark tasks.
- The work has already begun and is anticipated to extend through the school year.

**Strategies to increase parental involvement**

Outreach is being made to involve parents of speakers of other languages to participate more fully in students' education. Parent workshops are offered in English and Spanish to inform parents about the CCLS and to make them aware of the NYCDOE accountability system.

**Strategies for attracting Highly Qualified Teachers (HQT)**

All teachers employed at P.S. 75 meet the criteria of 'Highly Qualified'.

**Service and program coordination**

All instructional and support activities are budgeted through FSF, Title III and Parent Involvement funds. All activities are designed to support ELLs in acquiring the skills and competencies needed become proficient in English and to master the CCLS.

**Budget and resources alignment**

All funds have been allocated to provide or to improve instruction. Classroom support is largely funded through FSF. A Title I ELL program has been designed to assist ELLs to become proficient in English and to meet the CCLS. Title I STH for non-Title I schools provides for counseling and tutoring for STH.

## ANNUAL GOAL #5 AND ACTION PLAN

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

### **Annual Goal #5**

To improve teacher effectiveness with instruction through teacher led collaborative development of CCLS aligned curriculum maps, with a focus on improving the rigor and complexity in the content and tasks for students.

### **Comprehensive needs assessment**

Analysis of the data from the NYS assessments and the gap analysis that the entire school conducted on CCLS tasks demonstrate the need to improve teacher effectiveness. Collaborative curriculum mapping provides teachers opportunities to engage in improving teaching practice that will impact student learning. School-wide teacher teams have collaboratively developed, implemented and evaluated rigorous curriculum maps in Literacy and Mathematics aligned to NYS Common Core Learning Standards.

### **Instructional strategies/activities**

- Teacher teams receive further training in CCLS, cognitive rigor higher order thinking skills and curriculum mapping with network support. Teacher teams develop CCLS aligned integrated units of work, mapping out the 2011/2012 year.
- All teachers participate in vertically aligned teacher teams twice a month. Each team is studying an aspect of teacher practice that supports the Common Core Learning standards. Teachers are supported by facilitators who are trained in supporting adult learning. Grade level teacher teams develop interim goals based on the Common Core Learning Standards.
- Teacher teams monitor and review progress of writing. Teacher teams share work developed with other faculty members.
- Timeline for implementation: By June 2012

### **Strategies to increase parental involvement**

- Parents will be engaged through workshops and conferences to become familiar with effective instructional practices.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- All teachers employed at P.S. 75 meet the criteria of 'Highly Qualified'.

### **Service and program coordination**

All instructional and support activities are budgeted through FSF, Title III and Parent Involvement funds. All activities are designed to support students in acquiring the skills and competencies needed to master the CCLS.

**Budget and resources alignment**

- All funds have been allocated to provide or to improve instruction. Classroom support is largely funded through FSF. A Title I ELL program has been designed to assist ELLs in become proficient in English and to meet the CCLS. Title I STH for non-Title I schools provides for counseling and tutoring for STH.

### ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	4	0	N/A	N/A	9	7	5	
<b>1</b>	56	5	N/A	N/A	3	5	3	
<b>2</b>	53	25	N/A	N/A	11	8	6	
<b>3</b>	20	20	N/A	N/A	8	5	2	
<b>4</b>	10	10			9	12	12	
<b>5</b>	20	20			5	10	10	
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								



## RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

**School DBN:** 03M075 **School Name:** The Emily Dickinson School

*Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.*

**Phase:**  Improvement Year 1     Improvement Year 2     Corrective Action Year 1     Corrective Action Year 2  
 Restructuring Year 1     Restructuring Year 2     Restructuring Advanced

**Category:**     Basic             Focused     Comprehensive

**Intervention:**     School Quality Review (SQR)                     External School Curriculum Audit (ESCA)  
 Joint Intervention Team visit (JIT)                     Not Required for 2011-2012

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### **Part A: For All SINI Schools (Title I and non-Title I)**

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

The school was identified for not meeting AYP for SWD in ELA. As part of the needs assessment, the school incorporated the results of the Spring 2011 DoE Quality Review into the needs assessment. These findings are:

- Expand the use of data analysis to guide the school in evaluating the effectiveness of teacher teamwork and distributed leadership.
- Ensure that interim feed back to students includes precise next steps that facilitate their self-monitoring and ownership of accountability toward meeting cycle goals.

- Maximize the use of resources in the differentiation of instruction across grades and subject areas in order to increase student enthusiasm and engagement.
- Refine current data systems for collecting and monitoring student data so a common structure may be utilized effectively in collaborative inquiry and planning.

Additionally, the school analyzed the curriculum in place and the quality of instruction observed in observations and walkthroughs. These findings are:

- Adopt a curriculum that is based on the CCLS and contains high expectations for all students.
- Improve the quality of questioning in whole, small group and individual instruction.
- Increase the quality and frequency of differentiation.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

The school has either implemented or will engage in the following initiatives:

- Teams of teachers re-wrote the ELA curriculum in line with the CCLS. The teachers built differentiation and attention to tiered intervention into the curriculum.
- The school is using the Danielson's Framework for Teaching (Rubric) as a formative tool for evaluating teacher practice. Teachers are receiving actionable feedback through both formal and informal observations.
- The school has implemented subject specific teacher teams to student the gaps between student performance and CCLS expectations. Three of these teams directly study elements of the ELA curriculum.
- The school has a RTI committee, which advises the faculty on how to identify and address student need through tier I, II and III interventions.
- The school is providing students with specific and timely feedback. This feedback is continual through conferences and short discussions and more elaborate , through the use of the rubrics for students to evaluate their own work.
- The school has refined its collection and analysis of data, including NYS assessments, interim assessments and school based assessments. This cycle of goal setting and subsequent data analysis will occur in November, February and May. Goals will be reconciled and re-assessed in June.
- All SWD in grades 3-5 will stay for extended day and receive guided reading support and/or math tutoring. Goals in extended day are based on the on-going work conducted during the school day.
- Ms Donna Hansen (SEIS) is working with Special Education teachers on differentiation and developing a greater understanding learning styles.

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**Part B: For Title I SINI Schools Only**

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS**  
**GRADES K–12 LANGUAGE ALLOCATION POLICY**

**SUBMISSION FORM**

**2011–12**

**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 into the submission form. For additional information, hold your cursor over the [?](#).

**Part I: School ELL Profile**

**A. School Information** [?](#)

Cluster Leader/Network Leader <b>Christopher Groll/Lucius Young</b>	District <b>03</b>	Borough <b>Manhattan</b>	School Number <b>075</b>
School Name <b>Emily Dickinson School</b>			

**B. Language Allocation Policy Team Composition** [?](#)

Principal <b>Robert K. O'Brien</b>	Assistant Principal <b>V.Hunt</b>
Coach <b>None</b>	Coach <b>None</b>

ESL Teacher <b>Miroslava Herranz</b>	Guidance Counselor <b>Lisa Nord/ Luisa Olviedo</b>
Teacher/Subject Area <b>Katherine Baldwin</b>	Parent <b>Dr. Mariana Soto-Manning</b>
Teacher/Subject Area <b>Benelly Peralta</b>	Parent Coordinator <b>Ana Gomez</b>
Related Service Provider <b>Erica Campbell/ Dana Hockenbur</b>	Other <b>Patricia Pion</b>
Network Leader <b>Lucius Young</b>	Other <b>Mayra Fernandez</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers	<b>1</b>	Number of certified bilingual teachers	<b>16</b>	Number of certified NLA/foreign language teachers	<b>1</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>4</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>636</b>	Total Number of ELLs	<b>99</b>	ELLs as share of total student population (%)	<b>15.57%</b>
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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.
5. 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.)
6. 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. [①](#)

1. During registration, the ESL teacher, Ms. Herranz and our bilingual A.P. Ms. Hunt, partake in administering and screening all incoming ELLs entering the school. Both, Ms. Herranz and Ms. Hunt are bilingual, English/Spanish. First we ask the parents to complete the HLIS. Ms. Herranz and Ms. Hunt are present when the form is being filled out and they conduct the informal oral interview in English or Spanish. When we encounter parents who speak a language other than Spanish or English, we ask the family to bring in a close family member who can translate and be part of the assesment process. We do have a teacher who speaks Portugese who helps with Portugese speakers and a few teachers who speak French to help with French speaking students. When a language other than English is indicated three or more times on the HLIS, the ESL teacher administers the LAB-R exam within the 10 days assessment period. After testing, the ESL teacher and the parent coordinator Ana Gomez, invite the parents of these children to participate in an orientation where the parents are informed of the LAB-R results and their rights as to program choice. Parent Surveys are completed at this time and students are properly placed according to the parent choice. The ESL teacher, along with a team of trained teachers which consist of two Special Education CTT teachers, Mr. Martin a monolingual ICT teacher, Ms. Miranda a Dual language ICT teacher, Ms. Peralta a fourth grade Dual language teacher, and Ms. Gross, our AIS specialist and Ms. Arrest a Kindergarten ICT teahcer, all assist with the NYSESLAT



the DL program as often as the non Latino parents opt for the Freestanding ESL program. Our school is known for its Dual Language program and often times we have parents of children who have passed the LAB-R exam, who wish to place their children in the Dual Language program. Upon reviewing the program selection forms for the past 3 years, the trend is that more than 60% of the Latino population will opt for the Dual Language program while the remaining 40% of ELLs opt for ESL program. This 40% ELL population is mostly Latino and less than a handful of children within that 40% are ELLs who come from homes that a language other than English or Spanish is spoken.

6. The Dual Language Program model offered at our school is aligned with parent requests. PS 75 is known for its Dual language program and parents who enroll their child in our school are aware of the program. Parents with children in the Dual Language program continue to place other siblings and younger children in our Dual language program and have a good relationship with the teachers in the program. The trend is that Latino parents will place their child in a DL program and parents of children with other languages opt for the ESL program. Rarely do we meet parents who prefer the transfer out option and we have not met any parents who wish for a Transitional Bilingual program.

## Part III: ELL Demographics

### A. ELL Programs

<p><b>This school serves the following grades (includes ELLs and EPs)</b></p> <p>Check all that apply</p>	<p>K* 1* 2* 3* 4* 5*</p> <p>6* 7* 8* 9* 10* 11* 12*</p>
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**This school offers (check all that apply):**

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
<b>Transitional Bilingual Education</b>  (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b>  (50%:50%)	2	2	2	2	2	2								12
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	1	2	2	1	1	1								8
<b>Total</b>	3	4	4	3	3	3	0	0	0	0	0	0	0	20

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	99	<b>Newcomers (ELLs receiving service 0–3 years)</b>	68	<b>Special Education</b>	27
<b>SIFE</b>	4	<b>ELLs receiving service 4–6 years</b>	29	<b>Long-Term (completed 6 years)</b>	2

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	36	4	4	19	0	8	2	0	2	57
ESL	32		8	10	0	5	0	0	0	42
Total	68	4	12	29	0	13	2	0	2	99

Number of ELLs in a TBE program who are in alternate placement: 0

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

**Dual Language (ELLs/EPs)**

**K-8**

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
	L		L		L		L		L		L		L		L		L		L	

**Dual Language (ELLs/EPs)**

**K-8**

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP
Spanish	6	35	6	39	10	30	9	31	16	33	10	36							57	204
Chinese											0								0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>6</b>	<b>35</b>	<b>6</b>	<b>39</b>	<b>10</b>	<b>30</b>	<b>9</b>	<b>31</b>	<b>16</b>	<b>33</b>	<b>10</b>	<b>36</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>57</b>	<b>204</b>

**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

**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
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	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): 123

Number of third language speakers: 8

Ethnic breakdown of EPs (Number):

African-American: 22

Asian: 6

Hispanic/Latino: 76

Native American: 2

White (Non-Hispanic/Latino): 57

Other: 2

### 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	3	11	6	5	4	2								31
Chinese						2								2
Russian		1												1
Bengali														0
Urdu	1		1		1									3
Arabic														0
Haitian	1													1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	1			2									4
<b>TOTAL</b>	<b>6</b>	<b>13</b>	<b>7</b>	<b>5</b>	<b>7</b>	<b>4</b>	<b>0</b>	<b>42</b>						

# 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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1 a. The ESL program services are delivered to students using various models. The ESL teacher pushes in and pulls out. During the push-in model, the ESL teacher collaborates with the classroom teacher and build lessons that use ESL methods, such as scaffolding, using graphic organizer, paraphrasing and phonics. The ESL teacher works with a group of ELLs during the push-in time while the classroom teacher works with the mainstream population. During pull-out, the ESL teacher uses this time to support those students who require more time

## A. Programming and Scheduling Information

because they are at the beginner or intermediate level. Small group instruction, in a lab setting, takes place in an ESL classroom. During this time, the ESL teacher works on listening comprehension, editing written work and she conferences with her students to help them understand their work better and feel more confident in their classrooms.

b. Our program model utilizes Heterogeneous classrooms that divide into other subgroups to provide the necessary help. We utilize the ESL push in model with monolingual classes that contain 4 or more ELLs. Within the Dual Language classes, teachers group their students according to NYSESLAT proficiency levels. Students receive their allotted ESL time in their classrooms from their teacher.

2. The DL staff and the ESL teacher review student exam reports to determine the number of minutes for each child. Schedules are put in place providing the appropriate number of mandated minutes. Teachers who work with ELLs are aware of the mandated number of minutes as per the NYSESLAT level of the child. They are prepared to provide 180 minutes of ESL instruction for ELLs who are at the advanced level and 360 minutes of ESL for student who are at the intermediate of beginner level.

a. Dual Language teachers meet periodically to plan NLA and ELA instruction for their ELLs. According to their ELL population as per class, teachers create subgroups according to the mandated minutes. Themes and objectives for each subgroup are planned. Book clubs and discussion groups meet during blocked periods of time. The school library is used as a resource when planning for the groups. Dual Language teachers are also a part of an ESL study group that is facilitated by the ESL teacher MS. Herranz. These teachers discuss topics in ESL such as using ESL methods when teaching in the content area and how to develop academic language in their ELLs.

3. During content area instruction the DL teachers use the designated language, Spanish or English, that is scheduled for that specific time. We follow a 50/50 Spanish English model so that content areas are presented in both languages. ELA and math are done on alternating days in Spanish and then English. We have guided reading materials, shared reading books, and word study in both Spanish and English. In the lower grades we use Fletcher's place (English) and PAF (English), Estrellita (Spanish) for word study. We use Words Their Way (English) and Cancioneros (Spanish), and Bien Dicho (Spanish) as a guide in the upper grades. Every Day Math is taught in Spanish and English on alternative days. We have math materials in both languages. Through scaffolding language and teaching language through content, our ELLs in the Dual language program receive instruction that addresses language development within the sequencing of the structure of the day.

In our ESL push-in-pull out program the teacher scaffolds instruction by using graphic organizers and questioning strategies to provide support for the ELLs to develop content area understanding. The ESL teacher focuses specifically on a series of thematic units with the ELLs but they are part of larger grade level units that are extended in the classroom. The materials come from our school library to cover thematic units such as Folktales and Fairytales and non-fiction units such as Biographies and Autobiographies, Animals, Community, and

## A. Programming and Scheduling Information

Occupations. These units are supplemented by Starfall.com program and Yaholigans to provide opportunities for ELL students to use technology to support language and content development. The recent IPADs that were given to us through the OELLS are also being used to support ELLs with English phonic and vocabulary support, and word games. These thematic units are used specifically to address the linguistic needs of ELLs but are also part of larger grade level units.

4. For all our Spanish speaking ELLs in our Dual language program, we use Reading Three D in Spanish K to 2<sup>nd</sup> grade. Students 3 through 5<sup>th</sup> grade are assessed with the WRAP assessment tool in Spanish. Further Math and Science both have assessment pieces that are given in Spanish. Alternate writing units are covered in Spanish and then children are accountable for meeting CCSS in Spanish. For our ELLs in our general education program assessments are given in English with modifications to make the language accessible. When available we have tutors from the JCC volunteer program that work with our new arrivals in their native language as they acclimate to an English Environment.

5. How do you differentiate instruction for ELL subgroups? The teachers in our school are aware of the observation and assessment required before planning lessons that are differentiated enough to reach the different styles of learning in their classrooms. Informally teachers keep track of these different learning styles amongst their students. Teachers are aware of their students NYSESLAT level and the need to create groups that are homogenous by level. When Ms. Herranz, the ESL teacher is pushing into a classroom, she will follow the lead of the classroom teacher and adapt the objectives of the lesson and desired outcomes according to the level and learning style of the group. Students who are at the beginning or intermediate level require more time and one to one interaction when working on an assignment that requires them to work independently. These children also require more teacher guidance while the advanced group can work independently. Differentiated instruction for ELL subgroups involve organizing groups of children by level as well as learning style. While some children can produce a written summary or complete a graphic organizer such as a story map, other children do better if asked to act out, or draw and label pictures that sequence the events of a story they must respond to. Some students require a revised mini lesson that recaps and paraphrases what is being taught so that they are reminded of the important points and have support to meet expectations of the class assignment.

### Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	closely accompanied by an adult throughout most of the day. We find volunteers to work with these students in their native language. Ms. Herranz, our ESL teacher, works with these SIFE students every day. They work in the
75%	ESL room. The focus is vocabulary, phonemic awareness, handwriting, oral language development and guided
50%	Page 33
25%	

## A. Programming and Scheduling Information

reading with pattern books that begin at Fontas and Pinnell level A and slowly move onward with the acquisition of English. Ms. Herranz sticks to a non-fiction unit for the first three months of school in order to provide these students with concrete ideas and models. Differentiated instruction for SIFE students involves pairing the children

## B. Programming and Scheduling Information--Continued

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

8. Our targeted intervention programs for ELLS include small group instruction during extended day, individual tutoring for children below grade level, test prep for 3<sup>rd</sup> through 5<sup>th</sup> graders, and supplemental services programs afterschool and before school. Extended day is offered to all students that have scored a 2 or below on the ELA and Math state wide exams. Extended Day involves inviting these students to participate in extended day which meets three times a week for 50 minutes. ELLS in 1<sup>st</sup> and 2<sup>nd</sup> grade who are not meeting grade level bench marks are also invited. Ell students struggling in reading and writing work in small groups to practice reading fluency, comprehension questions, and reader response. ELLs struggling in math complete open response questions, work with manipulatives, and work on math automaticity for adding, subtracting, multiplication and division in groups no larger than 5 students. ELL students in the dual language program work in both English and Spanish to support deeper academic understanding between the two languages. ELL students in the general education program work in English with scaffolding techniques to support language and content development.

Other intevention supports include in class small group instruction to support reading, writing and math but also Social Studies and Science understanding. Spanish and English materials are used in the DL program. Materials that support langauge development are used in general education classrooms that have ELLS. Tutors are provided to provide one on one support for struggling ELL students throughout the school. Teachers create activities for these ELLS to complete with the tutor that include previewing vocabulary, and reading support to help the ELLS have greater access to the English Text. Title 3 funding supports test prep for all ELLS 3<sup>rd</sup> –5<sup>th</sup> grade to support test readiness. This program runs January through May two days a week after school. Lastly, ELL students are invited to Early Bird Reading a program for one on one reading every morning before school. First, second and third

## A. Programming and Scheduling Information

## B. Programming and Scheduling Information--Continued

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## B. Programming and Scheduling Information--Continued

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## 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)?

1. Our Dual Language Program the 50/50 model. Classrooms are heterogeneous but classroom teachers also group and pair off students as a way to differentiate instruction. All curriculum areas are administered in the language of the day, alternating between English and Spanish. Each room has two libraries, one per language with a variety of levels, and areas of study. Over the past four years, the Dual Language Program has included two Collaborative Team Teaching classes (CTT) that includes bilingual special education students and serves them through an immersion model with general education students. Content area instruction in Math and Social Studies are delivered in both languages. Our school practices the use of content area word walls in both languages.

2. Our EP's and ELLs students are integrated during the entire school day. As a Dual Language school, integration is built into our school philosophy.

3. Our Dual Language teachers decide on which language to use for instruction depending on the time and the content area being taught. They use the 50/50 English/Spanish language model and all content areas are taught in the language of that time slot.

4. The Dual Language model used at PS 75 is a self-contained model. We have CTT classroom in the Dual Language classes, in grades 3-5.

5. Our certified Dual Language staff teaches Emergent literacy to their Spanish Speaking students by organizing Spanish dominant groups within their classrooms. Guided reading groups take place every day in both languages.

## Courses Taught in Languages Other than English ⓘ

### 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.

1. The dual language teachers meet weekly on grade level. In grades K-2 teachers have focus groups that plan and implement the PAF (Preventing Academic Failure- a phonics based curriculum) program which is used during ELL periods. Discussion of planning and materials take place in teacher classrooms on a rotating basis. Teachers

- heritage classes

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3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. The dual language teachers meet weekly on grade level. In grades K–2 teachers have focus groups that plan and implement the PAF (Preventing Academic Failure– a phonics based curriculum) program which is used during ESL periods. Discussion of planning and materials take place in teacher classrooms on a rotating basis. Teachers collaborate and plan monthly celebrations and publishing parties for students to share and display their work with parents and school community. Our ESL teacher, Ms. Herranz also leads a study group that includes eight teachers; Speech teacher Ms. Hockenbury, Spec. Ed CTT teacher Ms. Garfinkel, five Dual Language teachers in grades 1–4 and two of those teachers are in CTT classes with large number of ELLs, and our bilingual certified Reading Intervention teacher Ms. Ciotti.

2. The ESL teacher works closely with our guidance counselor in assisting ELLs in applying to middle schools. Ms. Herranz and Ms. Nord meet with parents and fifth grade students who will be graduating and entering Middle School. Information on Middle schools and the programs they have to offer is explained to parents and children. ELLs are coached in preparing for middle school interviews. The ESL teacher schedules groups of ELLs to meet with her when reviewing their middle school applications.

3. The minimum 7.5 hours of ELL Training for all staff is covered by workshops organized by the Dual Language AP Ms. Hunt. Ms. Hunt also asks that The ESL Inquiry team, which consist of a Dual Language teacher on each grade, a monolingual and bilingual Special Ed teacher, a monolingual speech teacher and the ESL teacher, turn–key information that is researched during their Inquiry meeting times. During the Summer, Workshops organized by Ms. Hunt, she invites former colleagues who are professors at City College and Teachers College, also provide training on how to work with ELLs. Teachers throughout the building are sent to participate in PD workshops provided by the office of ELLs–OELL and they turn key the information.

## 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?

1. Our Parent Coordinator, Ms. Ana Gomez has an open door policy. She evaluates the needs of our population through meetings and private interviews. She is bilingual and works closely with the PTA, organizing after school

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1. Our Parent Coordinator, Ms. Ana Gomez has an open door policy. She evaluates the needs of our population through meetings and private interviews. She is bilingual and works closely with the PTA, organizing after school programs that serve the need of our student population. We offer parents and children tutoring services, summer camp tuition free programs, and weekend activities for families in shelters. She also works closely with the Bilingual School Social Worker, together they partner with Ms. Green at St. Luke's Hospital. They provide referrals for families who require medical or psychological assistance. Our ESL teacher includes the parent coordinator in all the meetings and orientations scheduled for ELL parents. Together they plan workshops for ELL parents. Some topics covered during these workshops include; a) How to help your child with their homework. b) Selecting books and reading with your child. c) Learning about free and local resources, such as libraries and universities that allow parents and their children to use computer labs and facilities. We also have incorporated a pot luck dinner for each grade. Teachers on a grade get together and plan a date with the parents and families to participate on a Friday Pot Luck dinner. Parents, children and their teachers get together and spend an evening of sharing.

2. Our parent coordinator has worked closely with Learning Leaders to provide bilingual workshops for families. This group has trained many parent members of our school to take on leadership positions in our PTA as well as participate in various initiatives throughout the school. Parent workshops have also worked with Learning Leaders to bring in bilingual health workshops for families and sponsored Math workshops that deepen math understanding for parents to support their children. All parent workshops are held in Spanish and English or provide direct translation services.

3. To evaluate the needs of parents we look carefully at our Environmental Survey results that are posted on our school report card. Further our Parent Coordinator, Ms. Ana Gomez, is present at the entrance of the school every morning and at the end of the day during dismissal to help parents with specific needs. Communication is further enhanced through our PTA newsletter that is published in Spanish and English monthly. Mr. O'Brien has a monthly meeting with parents which is called "The Principal-Parent Chat". Here he hears concern from the community and areas to support parental needs. Ms. Gomez is there to translate and provide any recent news or information on free afterschool programs for families. We are also hoping to start a Spanish parent chat with our bilingual social worker, Ms. Luisa Oviedo. This group would target Spanish speaking families and meet monthly to identify specific parenting issues that come up in the home and as a way to deepen communication with non-English speaking house holds.

4. Parental involvement activities come directly from the needs that our parent population requests. Our PTA organizes school tours within our school for new parents. Parents are invited to Curriculum mornings which take place during the first period of the day during the month of September. During this time, parents are invited into

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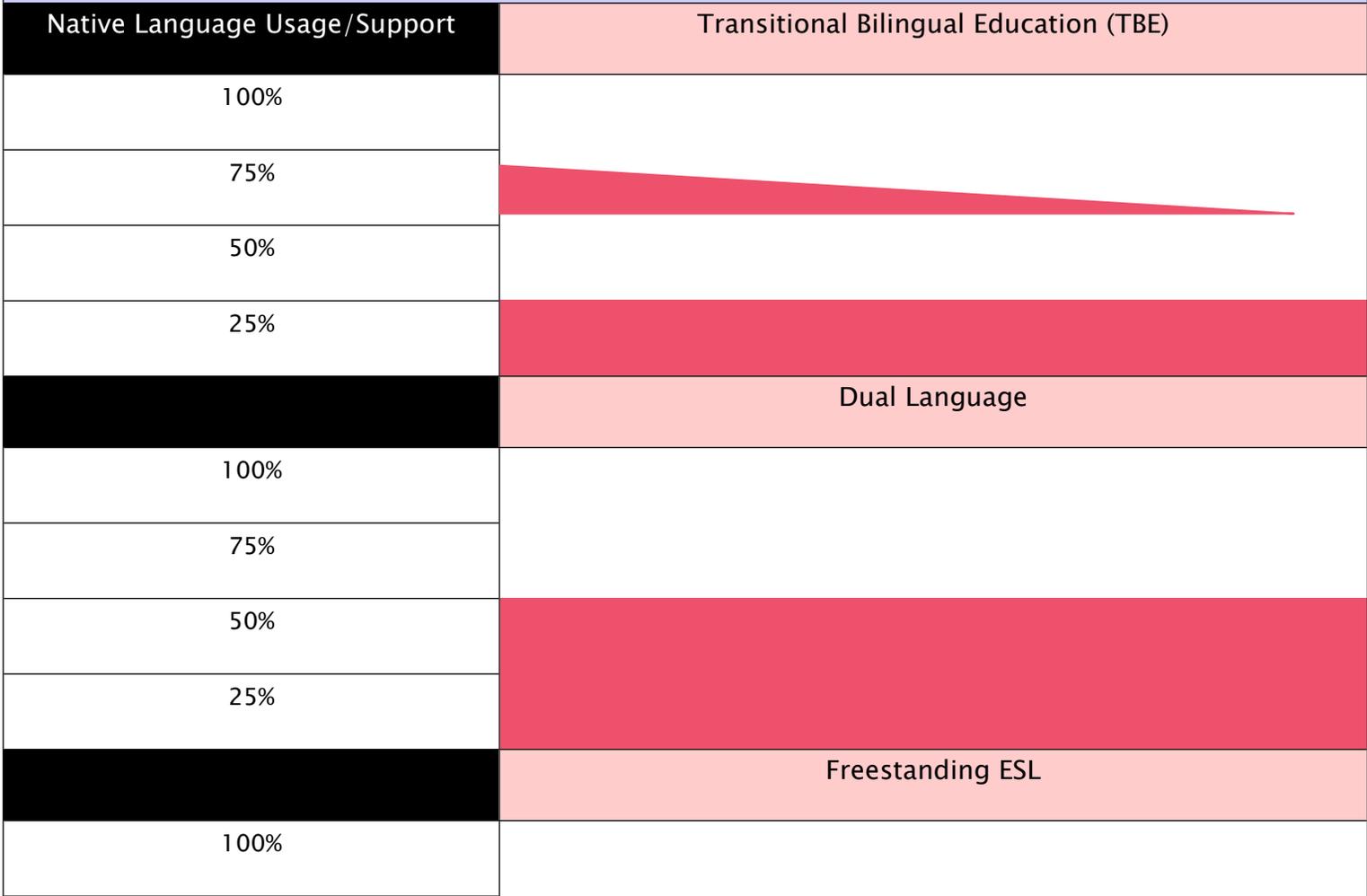
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9–12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

### Native Language Usage and Supports

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



## B. Programming and Scheduling Information--Continued

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

8. Our targeted intervention programs for ELLS include small group instruction during extended day, individual tutoring for children below grade level, test prep for 3<sup>rd</sup> through 5<sup>th</sup> graders, and supplemental services programs afterschool and before school. Extended day is offered to all students that have scored a 2 or below on the ELA and Math state wide exams. Extended Day involves inviting these students to participate in extended day which meets three times a week for 50 minutes. ELLS in 1<sup>st</sup> and 2<sup>nd</sup> grade who are not meeting grade level bench marks are also invited. Ell students struggling in reading and writing work in small groups to practice reading fluency, comprehension questions, and reader response. ELLs struggling in math complete open response questions, work with manipulatives, and work on math automaticity for adding, subtracting, multiplication and division in groups no larger than 5 students. ELL students in the dual language program work in both English and Spanish to support deeper academic understanding between the two languages. ELL students in the general education program work in English with scaffolding techniques to support language and content development.

Other intevention supports include in class small group instruction to support reading, writing and math but also Social Studies and Science understanding. Spanish and English materials are used in the DL program. Materials that support langauge development are used in general education classrooms that have ELLS. Tutors are provided to provide one on one support for struggling ELL students throughout the school. Teachers create activities for these ELLS to complete with the tutor that include previewing vocabulary, and reading support to help the ELLS have greater access to the English Text. Title 3 funding supports test prep for all ELLS 3<sup>rd</sup> –5<sup>th</sup> grade to support test readiness. This program runs January through May two days a week after school. Lastly, ELL students are invited to Early Bird Reading a program for one on one reading every morning before school. First, second and third

## B. Programming and Scheduling Information--Continued

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## 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)?

1. Our Dual Language Program the 50/50 model. Classrooms are heterogeneous but classroom teachers also group and pair off students as a way to differentiate instruction. All curriculum areas are administered in the language of the day, alternating between English and Spanish. Each room has two libraries, one per language with a variety of levels, and areas of study. Over the past four years, the Dual Language Program has included two Collaborative Team Teaching classes (CTT) that includes bilingual special education students and serves them through an immersion model with general education students. Content area instruction in Math and Social Studies are delivered in both languages. Our school practices the use of content area word walls in both languages.

2. Our EP's and ELLs students are integrated during the entire school day. As a Dual Language school, integration is built into our school philosophy.

3. Our Dual Language teachers decide on which language to use for instruction depending on the time and the content area being taught. They use the 50/50 English/Spanish language model and all content areas are taught in the language of that time slot.

4. The Dual Language model used at PS 75 is a self-contained model. We have CTT classroom in the Dual Language classes, in grades 3-5.

5. Our certified Dual Language staff teaches Emergent literacy to their Spanish Speaking students by organizing Spanish dominant groups within their classrooms. Guided reading groups take place every day in both languages.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. 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?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?

## 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.

1. The dual language teachers meet weekly on grade level. In grades K–2 teachers have focus groups that plan and implement the PAF (Preventing Academic Failure– a phonics based curriculum) program which is used during ESL periods. Discussion of planning and materials take place in teacher classrooms on a rotating basis. Teachers collaborate and plan monthly celebrations and publishing parties for students to share and display their work with parents and school community. Our ESL teacher, Ms. Herranz also leads a study group that includes eight teachers; Speech teacher Ms. Hockenbury, Spec. Ed CTT teacher Ms. Garfinkel, five Dual Language teachers in grades 1–4 and two of those teachers are in CTT classes with large number of ELLs, and our bilingual certified Reading Intervention teacher Ms. Ciotti.

2. The ESL teacher works closely with our guidance counselor in assisting ELLs in applying to middle schools. Ms. Herranz and Ms. Nord meet with parents and fifth grade students who will be graduating and entering Middle School. Information on Middle schools and the programs they have to offer is explained to parents and children. ELLs are coached in preparing for middle school interviews. The ESL teacher schedules groups of ELLs to meet with her when reviewing their middle school applications.

3. The minimum 7.5 hours of ELL Training for all staff is covered by workshops organized by the Dual Language AP Ms. Hunt. Ms. Hunt also asks that The ESL Inquiry team, which consist of a Dual Language teacher on each grade, a monolingual and bilingual Special Ed teacher, a monolingual speech teacher and the ESL teacher, turn-key information that is researched during their Inquiry meeting times. During the Summer, Workshops organized by Ms. Hunt, she invites former colleagues who are professors at City College and Teachers College, also provide training on how to work with ELLs. Teachers throughout the building are sent to participate in PD workshops provided by the office of ELLs–OELL and they turn key the information.

## 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?

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2. Our parent coordinator has worked closely with Learning Leaders to provide bilingual workshops for families. This group has trained many parent members of our school to take on leadership positions in our PTA as well as participate in various initiatives throughout the school. Parent workshops have also worked with Learning Leaders to bring in bilingual health workshops for families and sponsored Math workshops that deepen math understanding for parents to support their children. All parent workshops are held in Spanish and English or provide direct translation services.

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# 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)	4	9	1	3	3	3								23
Intermediate(I)	0	8	6	6	1	4								25
Advanced (A)	7	2	10	5	19	8								51
Total	11	19	17	14	23	15	0	0	0	0	0	0	0	99

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING / SPEAKING	B	1			1	2	2							
	I	1	3	1	6	1	1							
	A	1	10	13	5	6	2							
	P	0	5	2	7	14	9							
READING / WRITING	B	2	9	1	2	1	2							

### NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	I	0	8	6	6	1	4							
	A	0	2	10	5	18	7							
	P	0	0	2	0	0	0							

### NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	5	15	2	0	22
4	2	8	5	0	15
5	7	13	0	0	20
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	2	2	10	7	1	1			23
4	0	0	5	3	4	1	2		15

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	3	0	11	4	2	2			22
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	0	0	2	3	5	4	1	0	15
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

**New York State Regents Exam**

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

## New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)	0	4	9	9	5	10	12	35
Chinese Reading Test								

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

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

## Additional Information

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

SSPaste additional information here

## Part VI: LAP Assurances

School Name: PS 75, The Emily Dickinson Sch  
03M075

School DBN:

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Robert O'Brien	Principal		11/28/11
Victoria Hunt	Assistant Principal		11/28/11
Ana Gomez	Parent Coordinator		11/28/11
Milo Herranz	ESL Teacher		11/28/11
Mariana Soto-Manning	Parent		11/28/11
Katherine Baldwin	Teacher/Subject Area		11/28/11
Mayra Fernandez	Teacher/Subject Area		11/28/11
n/a	Coach		11/28/11
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03M075

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Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lisa Nord	Guidance Counselor		11/28/11
Lucius Young	Network Leader		11/28/11
Patricia Pion	Other <u>Teacher</u>		11/28/11
Benelly Peralta	Other <u>Teacher</u>		11/28/11
Luisa Oviedo	Other <u>Social Worker</u>		11/28/11
Dana Huckenburry	Other <u>speech teacher</u>		11/28/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

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

DBN: 03M075 School Name: Emily Dickinson

Cluster: \_\_\_\_\_ Network: 408

**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**

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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.

In order to provide our parent population with appropriate information in a language they can understand, we look carefully at the Home Language Survey and closely at the informal interview section, to determine through which language is best to communicate. Most of our ELLs are from Spanish speaking households. Exactly half our total school population are children who come from Spanish speaking homes. We provide these parents with information in Spanish and English. All school notices and announcements are done in Spanish and English. We have a bilingual secretary, and a group of qualified Dual Language teachers who help with any translated notices that go home. We also have

many bilingual school aides, a bilingual social worker, bilingual parent coordinator, bilingual ESL teacher and bilingual Assistant Principal.

During the Parent Orientations provided by Ms. Herranz, the ESL teacher and Ms. Gomez, the parent coordinator, we found a small group of parents with a language at home other than Spanish and English. The break up of these languages are as follows: one Romanian, one Haitian, one Russian, two Chinese, two African from the Congo, three Urdu and one Japanese. Although surveys and information was provided to these parents in their first language during the orientation, all of these parents have asked that the school provide them with information, school notices, and invitations in English. All of these parents speak English. When Ms. Herranz conducted the parent orientation and was able to speak directly with members from each of these families, she found that these parents prefer to discuss and receive school information in English.

Our data committee is partnering with our PTA to create an extensive parent language survey to reach all parents in our building that speak other languages. Once we have this data of the languages of families of students of our English proficient students as well as data we already have on English learner families, we will work to continue to have translation services to better involve all families in the life of their children's education and the school community.

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.

Our findings have been consistent in that we are continuously working with parents and family from households who speak English most of the time, unless they are Latino households where Spanish is spoken. Our oral interpretation needs are easily met because we have a large number of Spanish-English pedagogues and other school staff members who are trained to deal with parents, families and the immediate school community in Spanish. We are fortunate to have had such a consistent group of Spanish speaking families be a part of our school, as siblings and extended members of the family continue to enroll and opt into our dual language program. We find that our language population remains constant due to our Dual Language program which has been at our school for more than 15 years. All school information and announcements are provided in Spanish and English. During our school tours, and parent-principal chats, Spanish translation is provided by Victoria Hunt, Assistant Principal and Ana Gomez, our parent coordinator. Parents with a home language other than Spanish at home are aware that they can meet with Ms. Herranz if they wanted a school announcement or letter translated into their first language. We use the

Department of Education's translation service to support these families through sending documents to be translated ahead of time or through their telephone translation service. While we have data on the languages of our ELLs and the many Spanish speaking families we are working to provide translations services for English speaking students who may have family members who speak languages other than English or Spanish. To date all these families have a least one family member who does speak English. But to ensure we are able to speak with ALL family members we are looking collecting further data. Our school community is aware of the languages other than English/Spanish that are present in our school. Ms. Herranz and Ms. Hunt have been conducting a language survey with staff members to find pedagogues to speak one on one with these additional family members. They have shared with staff members that although a small population of languages other than English/Spanish exist, we are interested in providing translation and support in those languages when necessary or requested by a any family member.

## **Part B: Strategies and Activities**

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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.

For our majority of Spanish speaking homes, all school wide parent communication is distributed in both Spanish and English. Members of the administration, the parent coordinator, many teachers, and school aides are bilingual in English and Spanish. We work as a team to provide personal translation in necessary situations. Further, translation is provided at parent workshops, parent teacher conferences, and other parent gatherings to ensure full access for all family members. For the languages other than Spanish, we have found that there is a parent in the household who speaks and reads English and can understand and receive communication in English and when necessary we ask the D.O.E. translations services to help our school parents during consultations. For other languages we use the Department of Education Translation Services for telephone conferences or to transcribe documents if necessary. To date in the 2011 academic year, we have been able to provide all inschool translations which makes it more personal and comfortable for the families.

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.

Because more than 90% of our ELLs speak Spanish we rely on the many members of our staff whom are Spanish/English bilinguals to provide translation services when needed. We rely on our parent coordinator to ensure that translation is available to make communication as smooth as possible. We have used the office of translation services to provide a Russian Speaker to provide the G&T test for one of our Russian Speaking kindergarteners last year. Further in years past we have telephone translations during parent teacher conferences when needed.

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

Because most of our ELLs speak Spanish we rely on the many members of our staff whom are Spanish/English bilinguals to provide translation services when needed. We rely on our parent coordinator to ensure that translation is available to make communication as smooth as possible. We are also conducting a parent survey of all our families to ensure we are able to communicate with all families including even when children are English proficient. We will work with our parent coordinator to ensure all families have equal access to information provided. When families enter the school we have notification that all materials can be translated into the eight languages provided by the Department of Education and if there is another language that a family speaks our parent coordinator will call the office of translation to provide an interpreter. We have electronic access to all School Rules and the Parents Bill of Rights in any of these eight represented languages. We work to provide signage throughout the building in Spanish and English as these two languages are spoken (at least to some degree) by more than 95% of our families. Periodically our school coordinator and our ESL teacher attend training from the office of translation services to ensure we are meeting the translation needs of the families in our building.

## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Emily Dickinson	DBN: 03M075
Cluster Leader:	Network Leader:
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input checked="" type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="radio"/> Before school <input checked="" type="radio"/> After school <input checked="" type="radio"/> Saturday academy <input checked="" type="radio"/> Other:
Total # of ELLs to be served: 50 Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12
Total # of teachers in this program: 5 # of certified ESL/Bilingual teachers: 5 # of content area teachers: 0

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The Title III money will fund direct instruction in a two day a week afterschool program for 3-5th grade ELLs and a few former ELLs that will last ten weeks. We have decided to focus on supplemental instruction on our ELLs in testing grades third to fifth, because we are concerned with their low performance in the writing section of the NYSESLAT exam and below standard performance on the ELA. Upon looking at the NYSESLAT modality scores, we see a need for focus on the writing part of the NYSESLAT, which in return will help our Advanced leveled ELLs reach proficiency and also do better on the ELA. The sub group of students to be served are: thirteen students in the third grade, twenty one students in the fourth grade and twelve students in the fifth grade. We will have one group for third grade, two groups for fourth grade, and one group for fifth grade. We are also inviting a handful of former ELLs who will benefit from the program and will help them perform better on the ELA. Students will be invited to a two days a week, after school for an intensive writing program paired with test preparation in reading. English will be the language of instruction. We are posting the teacher position to include highly qualified teachers of ELLs that will include our ESL teacher, a number of experienced Dual language teachers and at least one Bilingual Special Education Teacher. We hope to include a number of the teachers who worked in our Title I and Title Three Summer School Program. All teachers will be certified and experienced in working with ELLs. Because many of our ELLs in these grades have IEPs we will hire a Special Education Bilingual teacher to alternate between the groups to provide differentiated instruction and additional support for these children. The materials used will be collection leveled books and library books that lend themselves to writing book reviews, analyzing characters and plot. We would also like to include some current events in order to provide students with non fiction and real life reading which in turn serve as a good model for writing non fiction pieces and responses to current situations that are locally and globally affecting us all. Test practice material will come from Kaplan books we already have in our building as well as short passages and old ELA tests prior to 2009. We will also have some materials for supplemental reading such as magazines and electronic apps that can be used on existing iPads in our school. Art supplies will be used to reflect on books in creative ways and create hands on experiences for expression that will be a catalyst for writing.

### Part C: Professional Development

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

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

Begin description here: Professional development for Title III teachers working the program will come from Dr. Hunt, our bilingual AP who has an extensive background in working with ELLs and Ms. Herranz, a veteran ESL teacher with over 16 years of experience working with ELLs. Teachers will work together in developing an 8 week writing and reading curriculum for the program. We will consider the work of

**Part C: Professional Development**

Swinney and Valasco (2011) and Celic (2010) to create language scaffolding techniques to promote writing fluency, tier II vocabulary, and better comprehension for higher level reading. There will be a total of 10 hours of professional development for teachers participating in the program. We will spend a 1.5 hours over 4 days afterschool to before the program begins, specifically looking at the needs of the children by analyzing their inclass work and assessment data. We will take time to consider the professional literature as we create a curriculum that will extend the existing writing/reading units for each grade and supplement them with learning activities to build vocabulary, fluency, and reading comprehension. We will have an additional hour of profession development time four times throughout the program to look at students writing to measure progress and address gaps in their performance. These will occur on a day that the children are not staying afterschool.

**Part D: Parental Engagement Activities**

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

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

Begin description here: The parent engagement activities will involve inviting the parents of students participating in the program to attend three two part workshops. Parents will receive their workshop invitation in the same way that the targetted students will receive their invitation. A letter will be sent home with a tear off piece to be returned to school. The topics that will be explored with parents will be 1) How to share past experiences and personal memoirs with your child in helping them write a personal family narrative. 2) Providing experiences for your child while allowing them to write about family life and background. 3) Listening to your child's writing as an active listener and providing positive feedback.

**Part E: Budget**

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

Allocation Amount: \$13, 520

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	Stud prgm:\$50.60 per hr x 5tchr x 180hr=\$9108 Professional Development \$50.60 per hr x10hrs x 5 tchr= \$2530 \$53.82per hr x 10 hrsx1 admin= \$538.20 Parent workshops \$50.60 x 20 hrs x 1 tch= \$1012	Student Program  12 wks x 3 hrsx 5 tchrs  Professional Development  6 tchr x 10 hrs, 1 admin x 10 hrs  Parent Involvement

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

Allocation Amount: \$13, 520

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
	Total in per session = \$13,188.20	6 sessions x 1.5 hrs
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	\$331.80	water color paper, paints, markers, nature magazines, and trade books, IPAD aps for existing IPADS.
Educational Software (Object Code 199)	N/A	
Travel	N/A	
Other	N/A	
<b>TOTAL</b>	<b>\$13,520</b>	