



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : P.S. 75

DBN : 08X075

PRINCIPAL: MARINES ARRIETA-CRUZ

EMAIL: MARRIET@SCHOOLS.NYC.GOV

SUPERINTENDENT: TIMOTHY BEHR

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
Marines Arrieta-Cruz	*Principal or Designee	
Phylis Murray	*UFT Chapter Leader or Designee	
Tiffani Astwood	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable Chairperson	
N/A	Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)	
N/A	CBO Representative, if applicable	
Dorothy Evans	Co-Chairperson/Member/UFT	
Sharin Tirado	Co-Chairperson/Member/UFT	
Evangeline Mercado	Member/UFT	
Glory Gomez	Member/Parent	
Valerie Ramos	Member/Parent	
Selena Serrano	Member/Parent	
Samantha Torres	Member/Parent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

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

- **ELA: (1)** By June 2012 all students will demonstrate progress towards achieving state standards as evidenced by a 5% increase in students scoring at level 3 and 4 on the New York State ELA assessment.

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.

- Based on the new scale scores approved by the Board of Regents, our school's data as compared to previous years will appear as having dropped significantly. This decline in performance is due to the change in the requirements to achieve a higher proficiency rating per level. It would not be accurate to compare previous year's data due to the significant changes in the scales.

- In 2011 four out of six subgroups made Adequate Yearly Progress (AYP). The Students with Disabilities (SWD) and the Limited English Proficient (LEP) subgroups did not make AYP in ELA; as a result, P.S. 75 has been identified as a Title I School Improvement Status- Restructured Advanced Focused. Additional instructional support in ELA remains a top priority for all of our students. Thus, the progress of the SWDs and LEP student groups will be carefully monitored through the analysis of data from ARIS, the Progress Report and shared inquiry work.

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:**
 - An after school program will provide additional instructional time for ELL students.
 - LRE will be provided to SWDs who will benefit from programs such as ICT.
 - The school is providing appropriate services for those students in greatest need of improvement by providing Academic intervention services. ELL and SWDs are included in our AIS program and will receive small group instruction from AIS and ESL teachers, coaches and other support personnel.
 - A Literacy Teacher will focus on teaching writing through reading using specific differentiated instruction to our SWD and ELL students.
 - ESL teachers will provide additional AIS and ELA instruction to our ELL students in testing and non-testing grades.
 - Data is analyzed and students are identified to form groups. Groups are reorganized as new data is analyzed.
 - We have two Read 180 intervention labs, and a media center.
 - SMART Board technology is utilized in most classrooms to address the learning styles and needs of our student population.
 - Reading instruction will be provided by teachers using the Journeys Reading Program and the reading intervention program called Focus Forward.
 - Our early childhood grades will also utilize Journeys to build a strong foundation in literacy including phonics, phonemic awareness, decoding and comprehension. The goal is for students in grades K-2 to learn how to read fluently and with comprehension before they get to third grade.
 - The Literacy Coach in conjunction with the Houghton Mifflin Consultant, network literacy consultant, and A.U.S.S.IE will provide on-site support and feedback on the implementation of the literacy program and grouping.
 - AIS will be provided to students at-risk of not mastering the early childhood standards as evidenced by teacher assessments and ECLAS-2 data.
 - We will begin to review our second grade student data in order to determine alignment to state assessments and standards.

- Our second grade students will take EPAL, ECLAS, English Language Arts baseline and end-term data to assess their progress.

b) Staff and other resources used to implement these strategies/activities:

- Professional Development is an integral part of our school program and provides opportunities for teachers to learn best practices.
- On site Literacy Coach, consultants from Houghton Mifflin, A.U.S.S.I.E and Instructional Specialist from the Network (CEI) will provide PD in the areas of literacy including: analyzing student data, comprehension strategies, differentiation, goal setting, collaborative team teaching, aligning of the new Common Core Learning Standards, implementation of the Journeys reading program and Focus Forward intervention program as well as continuing our focus on the writing workshops.
- Opportunities for collaboration and inter-visitations will be provided. Literacy coach will coordinate PD opportunities, provide support in the form of demo lessons, meeting with teachers during common planning periods, prepare schedules for consultant visits based on teachers' professional needs and conduct debriefing sessions.
- Common preparation periods and Collaborative team meetings will provide opportunities for professional development, planning, data analysis, inquiry team studies, reflective inquiry, common core learning standards and study groups.
- A Data Specialist to compile all data from test simulations, interim assessments and other formal and informal assessments.
- Two Read 180 teachers will utilize a computer based program for students in grades 3-5 who are approaching the standards.
- One AIS small group provider and other support staff provide push-in/pull-out Academic Intervention Services to small groups of students in grades 2-5 deemed at risk.
- ESL Teachers provide additional small group instruction in test preparation and ELA skills to our ELL students.
- Parent Coordinator coordinates parent workshops and activities.
- In addition teachers will have an opportunity to self evaluate their teaching practice utilizing the Santa Cruz Professional Teaching Standards.

C) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

- Teachers in grades K-5 have daily common preparation periods. Common preparation periods and Collaborative team meetings will provide opportunities for teachers to make instructional decisions based on data analysis, utilizing inquiry team studies, reflective inquiry, common core learning standards and study groups.
- All staff members will identify two students, identify his/her strengths, weaknesses and create an individualized intervention plan. These students will be presented during shared inquiry meetings.
- Teachers will be asked to share case study students and how they are following the progress of these students based on multiple data sources.
- Students will take Acuity predictors and ELA simulations three times a year.
- Students progress will be monitored monthly in a shared inquiry format where teachers will share instructional strategies and activities to meet the individual needs of the specific student.

D) timeline for implementation. The following timeline for evaluation of assessment results and revision of instructional practices based on these results is the following:

- **Initial indicator September 2011:** Students in grades 3-5 will take a Coach and Rigby READS assessment as a baseline indicator. Student goals will be created based on these assessments, results from the 2010-2011 ELA state assessment will also be utilized for students in grades 4 and 5. These goals are set to show one year's progress from the 2011 ELA results. K-2 students will set benchmarks based on the Early Childhood Literacy Standards and the ECLAS assessments
- **Midterm:** Teachers will be asked to share case study students and how they are following the progress to the students based on multiple data sources. Students will take Acuity predictors and ELA simulations. Goals are set to 75-85% correct responses in the multiple choice section of these assessments.

- **End-Term:** Reevaluation of the process of using multiple data sources to evaluate the students in their case studies. Early Childhood ECLAS 2 and EPAL benchmarks will be utilized to assess our K-2 students. Evaluation of student actual performance and goal set in fall. Goal setting will be adjusted and determined for September 2012.

Strategies to increase parental involvement

- **Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.**
- Parent members will be included in the School Leadership Team and participate in all monthly meetings. During these meetings programs, materials and school initiatives will be discussed, evaluated and planned.
- In the fall a meeting will be scheduled where all parents will be informed of all programs funded through Title I.
- Parents will be informed of their children's progress toward achieving State and City standards and will be encouraged to meet with teachers to discuss ways in which they can assist their children.
- PS 75 will provide parents with many opportunities to participate in several workshops aimed at providing information and strategies in content areas, parenting skills and social issues.
- PS 75 will provide parents with classes aimed at improving their own academic skills in order to facilitate their efforts in enhancing their children's education at home.
- Parents will be provided with information regarding SES programs in a timely manner. A meeting will be scheduled where providers will be available to explain their programs so that parents can make an informed decision when choosing programs.
- Parent communications will be available in Spanish and translations in other languages will be provided.
- The Parent Compact will be developed in collaboration with parents and will be distributed to the PS 75 community in order to strengthen parental participation in our students' education.

Strategies for attracting Highly Qualified Teachers (HQT)

- **Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.**
- A hiring committee will be established to ensure all new hired teachers are highly qualified.
- Additional professional development hours are being provided to teachers for recertification purposes.
- Supervisors attend citywide hiring fairs.
- 5% Title I set aside is used to help teachers become HQ.
- School works with network Human Resources Director to ensure that all non-highly qualified teachers meet all required documentation and assessment deadlines.
- New and struggling teachers are assigned mentors.

Service and program coordination

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- SES Program Providers are informed of our school data and goals in order to align services.
- Episcopal Social Services (CBO) provides additional academic and homework help to students.

- Universal Pre-K classes align goals to CEP
- Mental Health services are provided on-site by South Bronx Mental Health and services are aligned to instructional goals.

Budget and resources alignment Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e. Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan

Literacy Coach is funded by Contract for Excellence and Title I

Educational Assistants are funded by Tax Levy Fair Student Funding (TLFSF), Universal Pre-Kindergarten (UPK); Individual with Disabilities

Education Act (IDEA); Individual Educational Plan(IEP) Para

City Year Volunteers are funded by Tax Levy One Time Allocation

Assistant Principals are funded through Title 1 and TLFSF

Consultants are funded by Title 1

ESL teachers are funded by Contract for Excellence

Literacy Teacher funded by TLFSF

2- Read 180 Labs funded by Title 1

1- AIS teachers funded by Title 1

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

Math: (2) By June 2012 all students will demonstrate progress towards achieving state standards as evidenced by a 5% increase in students scoring at level 3 and 4 on the New York State Mathematics assessment.

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.

Math Performance Trends:

- Based on the new scale scores approved by the Board of Regents, our school's data as compared to previous years will appear as having dropped significantly. This decline in performance is due to the change in the requirements to achieve a higher proficiency rating per level. It would not be accurate to compare previous year's data due to the significant changes in the scales.
- In 2011 five out of six subgroups made Adequate Yearly Progress (AYP). The Students with Disabilities (SWD) subgroup did not made AYP in Math. Additional instructional support in Math remains a top priority for all of our students. Thus, the progress of the SWDs and LEP student groups will be carefully monitored through the analysis of data from ARIS, and the Progress Report.

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**
 - LRE will be provided to SWD who will benefit from programs such as ICT.
 - The school is providing appropriate services for those students in greatest need of improvement by providing academic intervention services. ELL and SWDs are included in our AIS program and will receive small group instruction from AIS and ESL teachers, coaches and other support personnel.
 - ESL teachers will provide additional AIS and math instruction to our ELL students in testing and non-testing grades.
 - Data is analyzed and students are identified to form groups. Groups are reorganized as new data is analyzed.
 - SMART Board technology is utilized in most classrooms to address the learning styles and needs of our student population.
 - The school is providing appropriate services for those students in greatest need of improvement;
 - Our early childhood grades will utilize Math in Focus to build a strong foundation in mathematics. The goal is for students in grades K-2 to learn basic math and problem solving skills before they get to the third grade.
 - The Math Staff Developer in conjunction with the Houghton Mifflin Consultant and the network math consultant will provide on-site support and feedback on the implementation and utilization of the math program, Common Core Learning Standards and grouping.
 - AIS will be provided to students at-risk of not mastering the early childhood standards as evidenced by teacher assessments, weekly tests, simulation exams and Acuity Assessments.
 - We will begin to review our second grade student data in order to determine alignment to state assessments and standards.

- Our students in grades K-2 will take mathematics baseline assessments, mid-year and end-term assessments to assess their progress
- Students in grades 3-5 will take simulation and Acuity exams to assess their progress.

b) **staff and other resources used to implement these strategies/activities,**

- Professional Development is an integral part of our school program and provides opportunities for teachers to learn best practices
- On site Math Staff Developer, consultants from Houghton Mifflin, A.U.S.S.I.E and Instructional Specialist from the Network (CEI) will provide PD in the areas of mathematics including: goal setting, collaborative team teaching, aligning of the new Common Core Learning Standards, implementation and utilization of the Math in Focus and Every Day Math program.
- Opportunities for collaboration and inter-visitations will be provided.
- Math Staff Developer will coordinate PD opportunities, provide support in the form of demo lessons, meeting with teachers during common planning, prepare schedules for consultant visits based on teachers' professional needs and conduct debriefing sessions.
- Common preparation periods will provide opportunities for professional development, planning, data analysis, common core learning standards and study groups.
- A Data Specialist to compile all data from test simulations, interim assessments and other formal and informal assessments.
- One AIS small group provider and other support staff provide push-in/pull-out Academic Intervention Services to small groups of students in grades 2-5 deemed at risk.
- ESL Teachers provide additional small group instruction in test preparation and math skills to our ELL students.
- Parent Coordinator coordinates parent workshops and activities.
- In addition teachers will have an opportunity to self evaluate their teaching practice utilizing the Santa Cruz Professional Teaching Standards.

c) **steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,**

- Teachers in grades K-5 have daily common preparation periods. Common preparation periods provide opportunities for teachers to make instructional decisions based on data analysis, common core learning standards and study groups.
- Students in grades 3-5 will take Acuity predictors and Math simulations three times a year which will provide data to drive instructional practices and form groups,

d) **Timeline for implementation.** The following timeline for evaluation of assessment results and revision of instructional practices based on these results is the following:

- **Initial indicator September 2011:** Students in grades 3-5 will take a Coach assessment as a baseline indicator. Student goals will be created based on these assessments, results from the 2010-2011 Math state assessment will also be utilized for students in grades 4 and 5. These goals are set to show one year's progress from the 2011 Math results. K-2 students will set benchmarks based on the Early Childhood Math Standards.
- **Midterm:** Students will take Acuity predictors, ELA simulations. Goals are set to 75-85% correct responses in the multiple choice section of the assessments.
- **End-Term:** Reevaluation of the process of using multiple data sources to evaluate the students in their case studies. Evaluation of student actual performance and goals set in the fall. Goal setting will be adjusted and determined for September. Additionally, AIS groups will be determined in June based on actual student performance on the NYS assessment. In addition teachers will have an opportunity to self evaluate their teaching practice utilizing the Santa Cruz Professional Teaching Standards.

Strategies to increase parental involvement

- **Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.**
 - Parent members will be included in the School Leadership Team and participate in all monthly meetings. During these meetings programs, materials and school initiatives will be discussed, evaluated and planned.
 - In the fall a meeting will be scheduled where all parents will be informed of all programs funded through Title I.
 - Parents will be informed of their children's progress toward achieving State and City standards and will be encouraged to meet with teachers to discuss ways in which they can assist their children.
 - PS 75 will provide parents with many opportunities to participate in several workshops aimed at providing information and strategies in content areas, parenting skills and social issues.
 - PS 75 will provide parents with classes aimed at improving their own academic skills in order to facilitate their efforts in enhancing their children's education at home.
 - Parents will be provided with information regarding SES programs in a timely manner. A meeting will be scheduled where providers will be available to explain their programs so that parents can make an informed decision when choosing programs.
 - Parent communications will be available in Spanish and translations in other languages will be provided.
 - The Parent Compact will be developed in collaboration with parents and will be distributed to the PS 75 community in order to strengthen parental participation in our students' education

Strategies for attracting Highly Qualified Teachers (HQT)

- **Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.**
- A hiring committee will be established to ensure all new hired teachers are highly qualified.
- Additional professional development hours are being provided to teachers for recertification purposes.
- Supervisors attend citywide hiring fairs.
- 5% Title I set aside is used to help teachers become HQ.
- School works with network Human Resources Director to ensure that all non-highly qualified teachers meet all required documentation and assessment deadlines.
- New and struggling teachers are assigned mentors.

Service and program coordination

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- SES Program Providers are informed of our school data and goals in order to align services.
- Episcopal Social Services (CBO) provides additional academic and homework help to students.
- Universal Pre-K classes align goals to the CEP.
- Mental Health services are provided on-site by South Bronx Mental Health and services are aligned to instructional goals.

Budget and resources alignment Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan

Math Staff Developer is funded by Title I

Educational Assistants are funded by Tax Levy Fair Student Funding (TLFSF), UPK; IDEA; IEP Para

City Year Volunteers are funded by Tax Levy One Time Allocation

Assistant Principals are funded through Title 1 and TLFSF

Consultants are funded by Title 1
ESL teachers are funded by Contract for Excellence
1- AIS teachers funded by Title 1

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

- **CCLS:** By June 2012 each grade will produce two thematic units each in Literacy and Math that are aligned to the Common Core Learning Standards and NYCs Instructional Expectations.

Comprehensive needs assessment

In 2011 four out of six subgroups made Adequate Yearly Progress (AYP) in ELA. The Students with Disabilities (SWD) and the Limited English Proficient (LEP) subgroups did not made AYP in ELA; as a result, P.S. 75 has been identified as a Title I School Improvement Status- Restructured Advanced Focused. Additional instructional support in ELA remains a top priority for all of our students. Thus, the progress of the SWDs and LEP student groups will be carefully monitored through the analysis of data from ARIS, the Progress Report and shared inquiry work.

In Mathematics five out of six subgroups made AYP. The Students with Disabilities (SWD) did not make AYP in Math. Since this is the first year any of our groups did not AYP in Math we have not been identified for math.

Based on this data there is a need to align our instructional program with the Common Core Learning Standards to ensure that our students will be prepared for college level work. This will also comply with the NYC and NYS instructional expectations.

Instructional strategies/activities

a) strategies/activities that encompass the needs of identified student subgroups

- Teacher teams will create two units of study including lesson plans, assessments and rubrics for ELA and Mathematics.
- Our ELA and Mathematics program will be aligned to the CCLS
- Bulletin Boards will include the CCLS
- SMART Board technology is utilized in most classrooms to address the learning styles and needs of our student population.

b) staff and other resources used to implement these strategies/activities

- Professional Development is an integral part of our school program and provides opportunities for teachers to learn best practices.
- On site Math Staff Developer, literacy coach, consultants from Houghton Mifflin, A.U.S.S.I.E and Instructional Specialist from the Network (CEI) will provide PD in the areas of aligning the Mathematics and literacy program and the CCLS.
- Literacy Coach and Math Staff Developer will meeting with teachers during common planning, prepare schedules for consultant visits based on teachers' professional needs and conduct debriefing sessions.
- Opportunities for collaboration and inter-visitations will be provided.
- Common preparation periods and Collaborative team meetings will provide opportunities for professional development, planning, data analysis, inquiry team studies, reflective inquiry, common core learning standards and study groups.
- A Data Specialist to compile all data from test simulations, interim assessments and other formal and informal assessments.
- In addition teachers will have an opportunity to self evaluate their teaching practice utilizing the Santa Cruz Professional Teaching Standards.

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities

- Teachers in grades K-5 have daily common preparation periods.

- Common preparation periods and Collaborative team meetings will provide opportunities for teachers to make instructional decisions based on data analysis, utilizing inquiry team studies, reflective inquiry, common core learning standards and study groups.

d) timeline for implementation

October 31	Citywide Instructional Expectations	During Collaborative Teacher Meetings
November 8	Introduction to tasks And other matters related to Common Core Learning Standards (ELA & Math)	Professional Development Day
November 28	Grade level work on units and tasks	During Collaborative Teacher Meetings (CCLS)
December	Continue working on task development	During Common Planning
Jan/Feb	Expose students to task/complete tasks	Class time
March	Show tasks to parents Parent/Teacher Conferences	Bulletin Boards in classrooms/ student portfolios
April/May	Revisit first task and evaluate the task/student work Make revisions Begin to create the second task	During Common Planning
May/June	Expose students to second task and complete second task	Class time
June	Revisit & evaluate second task	June PD Common Planning

Strategies to increase parental involvement

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

- The Parent Compact will be developed in collaboration with parents and will be distributed to the PS 75 community in order to strengthen parental participation in our students' education

Strategies for attracting Highly Qualified Teachers (HQT)

- A hiring committee will be established to ensure all new hired teachers are highly qualified.
- Additional professional development hours are being provided to teachers for recertification purposes.
- Supervisors attend citywide hiring fairs.
- 5% Title I set aside is used to help teachers become HQ.
- School works with network Human Resources Director to ensure that all non-highly qualified teachers meet all required documentation and assessment deadlines.
- New and struggling teachers are assigned mentors.

Service and program coordination

- **Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.**
- SES Program Providers are informed of our school data and goals in order to align services.
- Episcopal Social Services (CBO) provides additional academic and homework help to students.
- Universal Pre-K classes align goals to CEP
- Mental Health services are provided on-site by South Bronx Mental Health and services are aligned to instructional goals.

Budget and resources alignment

Literacy Coach, Math Staff Developer funded by Contract for Excellence
 Educational Assistants are funded by Tax Levy Fair Student Funding (TLFSF), UPK; IDEA; IEP Para
 City Year Volunteers are funded by Tax Levy One Time Allocation
 Assistant Principals are funded through Title 1 and TLFSF
 Consultants are funded by Title 1
 ESL teachers are funded by Contract for Excellence
 Literacy Teacher funded by TLFSF
 2- Read 180 Labs funded by Title 1
 AIS teachers funded by Title 1

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.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	N/A	N/A	N/A	N/A	5		2	79
1	N/A	N/A	N/A	N/A	5		2	79
2	20	20	N/A	N/A	5		2	79
3	34	5	N/A	N/A	5		2	79
4	6	10	20	N/A	5		2	79
5	17	7			5		2	79
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<p>ELA</p>	<p>At Risk students including LEP and SWD: AIS in ELA is being implemented in several different ways:</p> <ul style="list-style-type: none"> • Five 50 minute periods per week per child • Differentiated ELA instruction in all classrooms – Tier 1 Intervention • Groups will be reorganized based on formal and informal assessments • Identified students will also receive intervention in a lab setting (Read 180) <p>English Language Learners:</p> <ul style="list-style-type: none"> • Five 50 minute periods per week per child • Differentiated instruction in all ESL classes – Tier 1 intervention • ESL teacher and related staff members provides AIS to LEP students • Students will attend after school programs focusing on reading comprehension and writing • Identified students receive enrichment during extended day • Groups will be reorganized based on formal and informal assessments • Identified students will also receive intervention in a lab setting (Read 180) <p>SWD</p> <ul style="list-style-type: none"> • Five 50 minute periods per week per child • Selected classrooms provide literacy instruction utilizing the Focus Forward literacy program • Differentiated ELA instruction in all classrooms – Tier 1 Intervention • Groups will be reorganized based on formal and informal assessments • Identified students will also receive intervention in a lab setting (Read 180) • Identified students receive enrichment during extended day
<p>Mathematics</p>	<p>At Risk students including LED and SWD: AIS in Mathematics is being implemented in several different ways:</p> <ul style="list-style-type: none"> • Five 50 minute periods per week • Differentiated Mathematics instruction in all classrooms – Tier 1 Intervention • Students will be identified for intervention based on content and skills assessment. • Groups will be reorganized based on formal and informal assessments <p>English Language Learners:</p>

	<ul style="list-style-type: none"> • Differentiated instruction in all ESL classes – Tier 1 intervention • ESL teacher provides AIS to LEP students following a pull out model of small group instruction • Identified students receive enrichment during extended day <p>SWD</p> <ul style="list-style-type: none"> • Differentiated instruction for all special education students • Use of manipulatives and other modalities to improve computation and problem solving • SWDs will be included in our small group AIS pull out program
Science	<ul style="list-style-type: none"> • New curriculum implemented for grades 3, 4 and 5 • In addition to the State mandated periods of science instruction students will receive an additional lab period.
Social Studies	Academic Intervention Services for Social Studies will be provided during Literacy AIS in a cross curriculum fashion that includes non-fiction text and related materials.
At-risk Services provided by the Guidance Counselor	School counselors will provide crisis counseling services during the school day on an as needed basis to all students.
At-risk Services provided by the School Psychologist	The school psychologist will offer clinical services, agency referrals, and educational, social and personal services during the school day on an as needed basis to at risk students.
At-risk Services provided by the Social Worker	Social Workers will provide counseling services to at risk students especially students in the targeted subgroups of SWD and LEP.
At-risk Health-related Services	Health related services are offered during the school day on an as needed basis to all students by the school-based health provider, Urban Health.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

PS 75 Parent Involvement Policy

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

- Parent members will be included in the School Leadership Team and participate in all monthly meetings. During these meetings programs, materials and school initiatives will be discussed, evaluated and planned.
- In the fall a meeting will be scheduled where all parents will be informed of all programs funded through Title I.
- Parents will be informed of their children's progress toward achieving State and City standards and will be encouraged to meet with teachers to discuss ways in which they can assist their children.
- PS 75 will provide parents with many opportunities to participate in several workshops aimed at providing information and strategies in content areas, parenting skills, social issues. PS 75 will provide parents with classes aimed at improving their own academic skills in order to facilitate their efforts in enhancing their children's education at home.
- Parents will be provided with information regarding SES programs in a timely manner. A meeting will be scheduled where providers will be available to explain their programs so that parents can make an informed decision when choosing programs.

- Parent communications will be available in Spanish and translations in other languages will be provided.
- The Parent Compact will be developed in collaboration with parents and will be distributed to the PS 75 community in order to strengthen parental participation in our students' education.
- The annual review to the parent compact will take place in June, 2011 and will be distributed to parents in October, 2011.

SCHOOL-PARENT COMPACT

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

**PS 75
PARENT COMPACT**

Our school’s mission:

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

Our parents’ mission:

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

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

Provide parents with the opportunity to give feedback through Parent Surveys and questionnaires.	Actively participate in completing the Parent Survey and questionnaires from the School Leadership Team
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RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: _08X075_____ **School Name:** _PS 75_____

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

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.

ELA

SWD- students with disabilities failed to make safe harbor for the 2011 assessments. The changes in the scale scores caused several of our students who made a level 2 and 3 score in the 2010 school year go down to levels 1 and 2. Several of our SWD have severe learning and language-based deficits that prevent them from reading and comprehending at grade level. Many of our SWD students in 4th and 5th grade read at 2nd to 3rd grade level making it extremely difficult to master grade level reading material. About 50% of our students with disabilities have come to our school as out of zone transfers from other district schools. These students arrive at our school to fill vacated special education seats that should be allotted only to students zoned to us. Many of these students have severe learning and language deficits that were not intervened successfully at their home zoned schools. We have made progress in terms of moving these students to higher reading levels, however, it has been extremely difficult to achieve grade level proficiency with this group. We have instituted specialized reading programs, small group interventions, technology and inclusion programs that we expect to improve this group's achievement levels.

LEP- We had 15 new LEP students who took the assessment for the first time this year who have only been in this country for less than 2 years. We provided additional ESL instruction as per JIT recommendations, however, the language acquisition rate for these students are not such that they were ready to master grade level assessments.

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.

ELA-SWDs- Additional small group, extended school/day, targeted ELA instruction, AIS and technology based instruction.
ELA-LEP- Additional small group, extended school/day, targeted ELA instruction, ESL AIS and technology based instruction.

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.

The 10% will be utilized to train teachers in teaching pedagogy and practices that will enable our school's implementation of the CCSS. Teachers will be led by ELA specialists from the support network and administrators in team meetings designed to further our work on refining our curriculum maps in order to provide our students with learning activities that are aligned to the core standards and will improve student achievement.

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

Teacher mentoring will be provided by our ELA and Math staff developers to assist teachers in the continuous improvement of teaching practices. Monthly professional development will be offered to all teachers in topics including strategies for ELLs, CCSS, curriculum mapping, literacy program implementation, math strategies among other topics.

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.

We will backpack letters and translated versions as necessary to parents as required by NYSED by January 31st.

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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Debra Maldonado Ben Soccodato	District 08	Borough Bronx	School Number 075
School Name Public School 75			

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

Principal Marines Arrieta–Cruz	Assistant Principal Yokasta Pena
Coach Evangeline Mercado	Coach Sharin Tirado
ESL Teacher Maria Acosta	Guidance Counselor Antonia Crespo–Battu
Teacher/Subject Area Laura Paguada–Mellado/5th Gr.	Parent Tiffani Astwood
Teacher/Subject Area Ana Made/K	Parent Coordinator Mabel Gonzalez
Related Service Provider	Other
Network Leader Ben Soccodato	Other

C. Teacher Qualifications [i](#)

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

Number of certified ESL teachers	3	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
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Number of content area teachers with bilingual extensions	5	Number of special education teachers with bilingual extensions	1	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	615	Total Number of ELLs	127	ELLs as share of total student population (%)	20.65%
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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](#)

The process of identification begins upon registration. Preliminary screening and interviews are conducted by the ESL Coordinator/teacher. Parents are asked to complete the Home Language Identification Survey (HILS) which is given by ESL Coordinator/Teacher. P.S. 75 provides in-house oral assistance to those parents and students who need native language support during the intake process via school administrators and/or ESL coordinator. The ESL Coordinator/Teacher reviews the Home Language Identification Survey (HLIS) for eligibility.

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

school. In addition, P.S. 75 administrators and ESL coordinator begin an outreach process (phone calls and school letters) to inform parents who have previously chosen a TBE/DL program when the program become available.

If the student is determined to require services as per the LAB-R/English, the parent or guardian is immediately informed. They are then required to attend an Orientation for Parents of ELLs. Parent orientations are conducted as the need arises throughout the school year for entitled students. During these orientations parents or guardians are

those available educational program selection letters, Parent Survey and Program Selection forms. Then, these forms including placement letter records are stored in the ESL coordinator's office and available upon request.

This school serves the following grades (includes ELLs and EPs) Check all that apply	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7	<input checked="" type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12
	Free Standing ESL. Upon receiving the information on the various instructional process parents/guardians are asked to make a distribute and collect the ESL entitlement/continued entitlement												

Free Standing ESL. Upon receiving the information on the various instructional process parents/guardians are asked to make a distribute and collect the ESL entitlement/continued entitlement

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

After reviewing the Parent Survey and Program Selection forms for the past several years, parents' first choice of selection has been the Self-Contained and Free Standing ESL program. Presently, PS 75 does not have a bilingual program. Parents seem to be satisfied with the programs available to their children at P.S. 75. Most parents opt to ESL, mainly because they prefer to teach their children their native language at home. Many of our students speak a language other than English and Spanish.

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

This

school

offers (check all that apply):

Transitional bilingual education program	Yes●	No*	If yes, indicate language(s):
Dual language program	Yes●	No*	If yes, indicate language(s):

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	127	Newcomers (ELLs receiving service 0-3 years)	75	Special Education	10
SIFE	3	ELLs receiving service 4-6 years	37	Long-Term (completed 6 years)	2

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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
Dual Language										0
ESL	75	3	7	37	0	3	2	0	0	114
Total	75	3	7	37	0	3	2	0	0	114

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
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish																			0	0

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ___

Asian: ___

Hispanic/Latino:

Native American: ___

White (Non-Hispanic/Latino): ___

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	16	17	17	14	19	18								101

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
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic				1	1	1								3
Haitian														0
French	1		2	1	1									5
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	17	17	19	16	21	19	0	109						

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?

A. Programming and Scheduling Information

Public School 75 is a Pre-Kindergarten through Grade 5 school located in the Hunts Points section of the South Bronx, a low socio-economic area. It is a school serving 615 students including Special Education students in grades K-5. The ESL Program has six heterogeneous Self-contained classes. Presently, the total ELL population at P.S. 75 is 92 students from culturally diverse background that constitute 20% of the school population. Our student's population is almost exclusively Hispanic and Black American. According to the latest available ethnic data 57.0% of the students are Hispanic; 18.3% of the students are Black American; .08% are American Indians; .05% of the students are Asian-Pacific Islander; .09% of the students are White. Approximately 22% of the students have Individualized Education Plans (IEP) and receive the full continuum of the services including Special Education Teacher Support Services (SETSS), instruction in a self contained class, and related services such as speech and language, and counseling. Additionally 16.1% of the students are English Language Learners (ELL), with Spanish as the dominant Language among the majority. The majority of the students who attend P.S. 75 are from low-income families, and 100% qualify for free lunch.

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

Proficiency Levels	Total # of students	Minutes
Beginning	20	360 minutes
Intermediate	33	180 minutes
Advanced	39	180 minutes

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

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

Teaching strategies used to meet the different needs of our ELL's students are: modeling, total physical response, repetition, hands-on-instruction, small group instruction, and individual instruction and pairing. Reading strategies such as Reciprocal Teaching are done to help students construct their understanding of literacy.

Teachers are encouraged to work on thematic units to help students learn holistically which research has proven to be the most effective for English Language Learners. In addition, leveled libraries exist in all classrooms and bilingual books are visible for ELL students. Ongoing assessments are done in monthly learning walks, professional development, and research study groups.

There are currently five SIFE students receiving daily Academic Intervention services to develop their academic language skills. Newcomers, SIFE and long-term ELLs are classified according to their English language proficiency in a timely manner, and their ESL instructional program is designed to accommodate their learning on

A. Programming and Scheduling Information

the basis of their proficiency. Parents receive information and orientation related to the Language Allocation Policy (LAP) and how it affects the delivery of the chosen instructional model.

ELL Demographics

	K	1	2	3	4	5
Self-Contained ESL	17	11	15	16	19	14

There are a total of 49 ELL students who are mandated to take the ELA test in April 2012. ELL students have a choice to take the content area examination in Mathematics, Social Studies and Science in their native language or use English and native language editions simultaneously or use bilingual dictionaries and glossaries.

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

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)		
competency skills. Advanced students receive additional instruction during the extended day academy.			
100%			
75%			
The school's transition plan for ESL students (including the special education students) who reach proficiency on the NYSESLAT and are transferred to monolingual classrooms.			
50%			
25%			
	Dual Language		
highest academic achievement.			
100%			
75%			
At P.S. 75, there are 50% of the ESL and/or Bilingual students who reach proficiency on the NYSESLAT and advance English proficient level students.			
25%			
	Freestanding ESL		
instruction in ESL through ELA, Math, Science and Social Studies. Advanced students receive 4 periods (180 minutes) of instruction in ESL, 4 periods (180 minutes) of instruction in ELA and 17 periods (850 minutes) of instruction in Math, Science and Social Studies. The same is applicable to the special education students respectively.			
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

social support to help students adjust. Our plan for integrating newcomers into our classrooms is based on Maslow's hierarchy of human needs which are safety and security and a sense of belongingness (Maslow, 1968).

B. Programming and Scheduling Information--Continued

- 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.

- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT

A Programming and Scheduling Information

B. Programming and Scheduling Information--Continued

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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?

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

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

These assessments drive instruction and remediation. This is necessary in order to move our Intermediate and

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These assessments drive instruction and remediation. This is necessary in order to move our Intermediate and Advanced students and ultimately help them to reach the proficiency levels needed to exit the program. Lessons

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)?

Paste response to questions 1–5 here

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.

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

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

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

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

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In addition, the implementation of this Language Allocation Policy is sustained with on-going principal’s cabinet meetings, professional development sessions to share ELL strategies with all classroom teachers, continuous data analysis and learning walks. Professional development records such as agendas, attendance, feedback forms and hand-outs are stored in the Literacy coach's office and always available upon request.

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E. Parental Involvement

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

Parent/community involvement

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

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

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

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

Our school has a parent coordinator responsible for making additional outreach gestures to secure all the needs of our parents are attended to. The school parent coordinator works regularly and skillfully to diffuse school problems and conflicts with parents of ELLs as they arise. In addition, the school parent coordinator works with Community Based Organizations to provide workshops or services to ELL parents. Some of the Community Based Organizations she works with are: New York Cares – provides coats and blankets; Grace Academy – helps women get back to work after completing their G.E.D; Hunts Point Works – helps parents prepare resumes and find work and training; Fidelis – helps parents who are uninsured; Leakes and Watts – services for foster children and preventive; N.A-Narcotics / A.A-Alcoholics – provides help and meetings for parents and community; Urban Health – workshops for parents on health related issues; Cornell University – nutrition Classes for our parents; upon completion of 10 weeks workshop parents become certified in Nutrition and can apply to work at restaurants, hotels, and schools; Citizen and Immigration Project – free immigration services for immigrant parents; Lift – free

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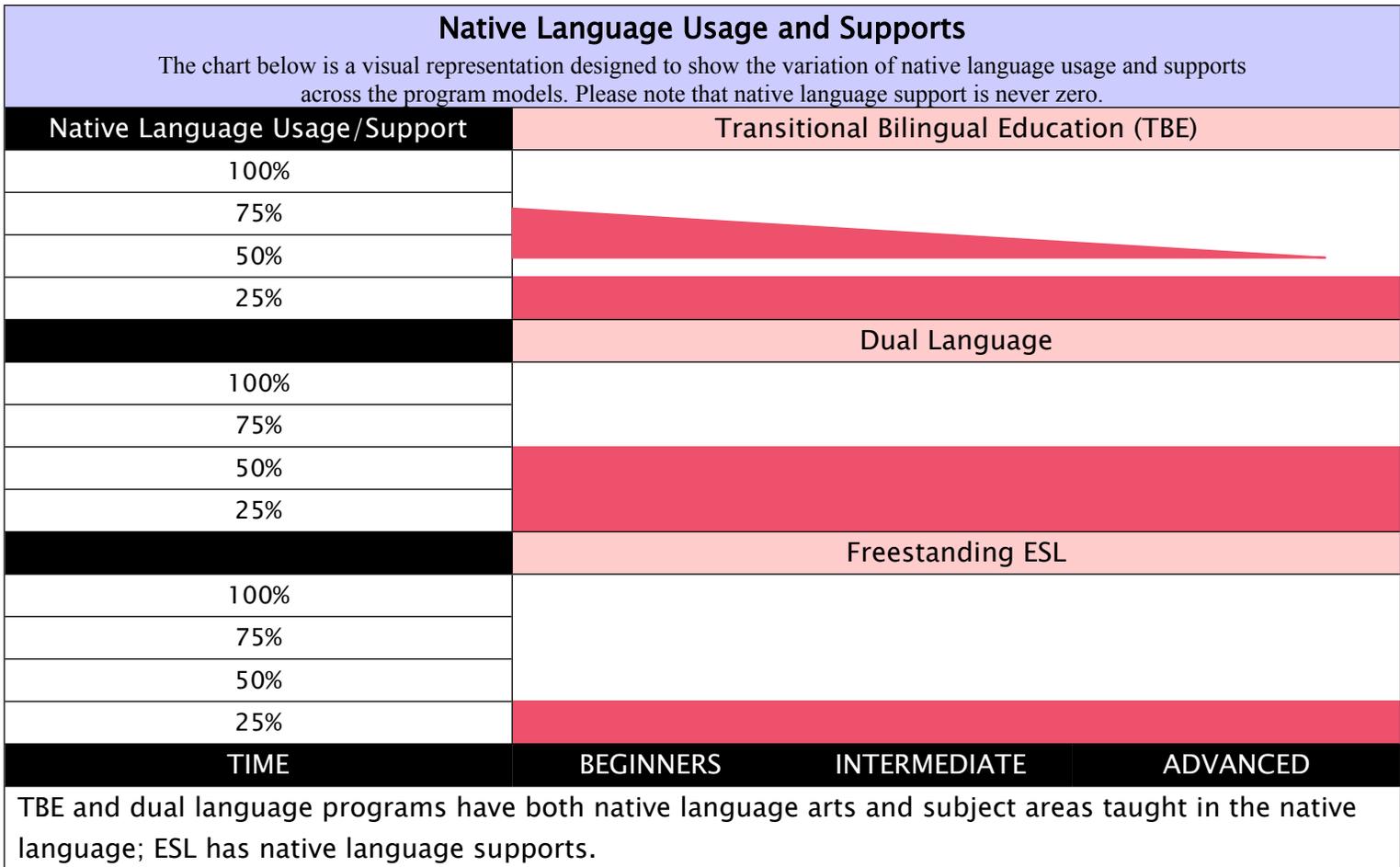
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9–12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>a//</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction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



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These assessments drive instruction and remediation. This is necessary in order to move our Intermediate and Advanced students and ultimately help them to reach the proficiency levels needed to exit the program. Lessons

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)?

Paste response to questions 1–5 here

running records, anecdotal observations) and other sources such as videos and audios (book on tape) will continue to be utilized. Reading and writing strategies for developing and improving English proficiency levels include guided, shared, and independent reading and writing (small groups, peer grouping, student–teachers conferencing) in order to develop and enhance language proficiency.

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

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

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

D. Professional Development and Support for School Staff

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

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

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

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

During the school year, evidence of Academic Rigor, is presented in each of our ELL classrooms where the students participate in an instructional program that regularly ensures continuity of rigorous academic instruction. The administrators, teachers, parents and support staff will be conducting monthly learning walk to assess instruction aligned with the mandated ESL/ELA, and content learning standards and the core curriculum. On-going informal observation, conferencing with teachers will take place to ensure that ELL students participate in small group, task oriented situation that guide the production of language both in verbal and written form. The administrators, school guidance counselor and support staff will guide and train teachers on how to assist ELLs as they transition from elementary school to middle schools by providing professional development in how to help students and parents to select and/or get ready for middle school, documentations needed to be registered, due dates for middle school applications, grading system, among others.

In addition, the implementation of this Language Allocation Policy is sustained with on-going principal's cabinet meetings, professional development sessions to share ELL strategies with all classroom teachers, continuous data analysis and learning walks. Professional development records such as agendas, attendance, feedback forms and hand-outs are stored in the Literacy coach's office and always available upon request.

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E. Parental Involvement

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

Parent/community involvement

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

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

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

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

Our school has a parent coordinator responsible for making additional outreach gestures to secure all the needs of our parents are attended to. The school parent coordinator works regularly and skillfully to diffuse school problems and conflicts with parents of ELLs as they arise. In addition, the school parent coordinator works with Community Based Organizations to provide workshops or services to ELL parents. Some of the Community Based Organizations she works with are: New York Cares – provides coats and blankets; Grace Academy – helps women get back to work after completing their G.E.D; Hunts Point Works – helps parents prepare resumes and find work and training; Fidelis – helps parents who are uninsured; Leakes and Watts – services for foster children and preventive; N.A–Narcotics / A.A–Alcoholics – provides help and meetings for parents and community; Urban Health – workshops for parents on health related issues; Cornell University – nutrition Classes for our parents; upon completion of 10 weeks workshop parents become certified in Nutrition and can apply to work at restaurants, hotels, and schools; Citizen and Immigration Project – free immigration services for immigrant parents; Lift – free

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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)	13	8	7	1	0	6								35
Intermediate(I)		5	4	11	9	6								35
Advanced (A)	4	4	8	4	12	7								39
Total	17	17	19	16	21	19	0	0	0	0	0	0	0	109

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0
4	7	8	1	0	16
5	6	8	4	0	18
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	0	0	0	0	0	0	0	0	0
4	4	0	7	0	4	0	0	0	15
5	3	0	5	0	10	0	0	0	18
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	7	0	6	0	5	0	18
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

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

The school leadership team and teachers are using the ECLAS, Fountas and Pinnell, NYSESLAT, ELA Simulation Tests, Rigby READS Assessment and ELL Periodic Assessments to identify the strengths and weaknesses of the ELLs in the four modalities (listening, speaking, reading and writing). The Academic Intervention Team (AIS) and the ESL teachers make a comparative analysis of the scores of the ELL Interim Assessments, NYSESLAT, and the ELA Simulation Tests to determine the specific needs of ELLs based on their results in these tests. Therefore, targeted

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.

Implications for Instruction

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

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

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

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Marines Arrieta-Cruz	Principal		11/15/11

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Yokasta Pena	Assistant Principal		11/15/11
Mabel Gonzalez	Parent Coordinator		11/15/11
Maria Acosta	ESL Teacher		11/15/11
Tiffani Astwood	Parent		11/15/11
Ana Made	Teacher/Subject Area		11/15/11
Laura Pagoada-Mellado	Teacher/Subject Area		11/15/11
Evangeline Mercado	Coach		11/15/11
Sharin Tirado	Coach		11/15/11
Winnie Crespo-Battu	Guidance Counselor		11/15/11
Ben Soccodato	Network Leader		11/15/11
Ezra Nanton	Other <u>Assistant Principal</u>		11/15/11
Richard Gugliotta	Other <u>Assistant Principal</u>		11/15/11
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **08X75** School Name: **Public School 75**

Cluster: _____ Network: **CEI-PEA**

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

- As in the past, P.S. 75 will continue to provide in-house written translation services and language assistance to our parents via school administrators and/or staff.
- Notices will continue to be produced in both languages and sent home in advance with students and/or by mail.
- School generated letters will be sent in English as well as in Spanish
- Communicate information about the school's academic program and students' participation
- Provide information about the students' academic performance and approaches to increasing achievement, for example during open school night.
- Translate NCLB communications not available from central board.

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

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

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

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

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: Public School 75	DBN: 08X075
Cluster Leader: Debra Maldonado	Network Leader: Ben Soccodato
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input 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 type="radio"/> After school <input checked="" type="radio"/> Saturday academy <input type="radio"/> Other:
Total # of ELLs to be served: 20 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 type="radio"/> 3 <input type="radio"/> 4 <input 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: 1 # of certified ESL/Bilingual teachers: 1 # 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: Public School 75 is a Pre-Kindergarten through Grade 5 School located in the Hunts Points section of the South Bronx, a low socio-economic area. It is a school serving 615 students including Special Education students in grades K-5. The school climate is warm and inviting, catering to the aesthetic needs of early childhood students. The halls are brightly decorated and classrooms are rich in print and focus on children's literature and content area instructional materials. There is an atmosphere of teamwork and mutual respect between staff members and students, making it a place where students are safe and happy.

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

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

The extended day program will serve approximately 20 ELL students in grades 3 - 5. The program will begin in November of 2011 for two hours daily four days a week (Monday and Wednesday) (3-5PM). The program will end in May of 2012. The program will employ one ESL/Writing teacher. The primary language of instruction will be English.

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

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

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

Part C: Professional Development

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

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

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

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

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 program supervisor will coordinate the Art parental component of the program. P. S. 75 proposes the implementation of an extended day program for ELL students at the beginning and Intermediate levels of language proficiency.

Part D: Parental Engagement Activities

The goal of this program is: a) the development and enhancement of systematic use of parents' cultural background in planning and adapting instructional objectives or activities; b) the use of community resources cross cultural awareness and understanding; c) the opportunity for parents to apply and enhance their artistic skills and increase cultural awareness.

The parent program will serve approximately 20 ELL parents. The program will be implemented in January of 2012 for two days. The program will employ one licensed and qualified artist to implement the instructional program.

The school parent coordinator will monitor attendance and provide incentives for active participation in the Art program. There will be a final display of original student art illustrations in a variety of forms, styles and approaches.

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	\$13,662.00	Per session (After school and Curriculum Planning)
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	\$600.00	Residential Artist
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	\$418.00	Instructional Materials and supplies
Educational Software (Object Code 199)	N/A	N/A
Travel	N/A	N/A
Other		

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
TOTAL	\$14,680.00	