



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE MAYDA CORTIELLA ELEMENTARY SCHOOL/PS 75

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 32K075

PRINCIPAL: YOLANDA WILLIAMS

EMAIL: YWILLIA@SCHOOLS.NYC.GOV

SUPERINTENDENT: LILLIAN DRUCK

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
Yolanda Williams	*Principal or Designee	
Debra Elhadri	*UFT Chapter Leader or Designee	
Artrice Williams	*PA/PTA President or Designated Co-President	
Linda Caldwell	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Jose Paulino	Member/Chairperson	
Luz Chicon	Member/UFT	
Scott Bickel	Member/UFT	
Toni Vanderheyden	Member/Parent	
Nancy Quiroz	Member/Parent	
Carla Diaz	Member/Parent	
Rosa VilleCruz	Member/Parent	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

MATHEMATICS-GRADES K-5

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

- *By June 2013, P.S. 75 students in grades 3 to 5 will demonstrate progress in Mathematics as evidenced by a 5% increase in students scoring at levels 3 and 4 on the NYS Mathematics Assessment.*

Comprehensive needs assessment

- The student performance data from the 2011-2012 nySTART showed students at level 3 for grades 3 to 5 scored less than 40% and students in grades 3 to 5 who achieved level 4 were less than 20% on the NYS Mathematics Assessment.

Instructional strategies/activities

- Instruction: A 70 minute mathematics block that encompasses all balanced mathematics components and a unit of study that will engage students in a cognitively demanding mathematics task that requires them to demonstrate their competence to model with mathematics and/or create and explore the logic behind arguments to arrive at a viable solution
- Professional Development: The math coordinator and ad teachers of the instructional team will review data with the teachers and plan rigorous and engaging instruction that meets the needs of all students in the school, specifically our students in grades 3-5. The teachers work with both the math coordinator and the lead teachers to goals, discuss teaching points, looking at student work; aligning rubrics to tasks, differentiating instruction, providing students with explicit feedback; and set next steps. CFN 412 will continue to provide professional development in mathematics for all teachers that focus on the instructional shifts in mathematics; math exemplars; DOK; protocols for inquiry work; looking at student work; aligning assessments and instruction to the Common Core Learning Standards; UDL, and provide feedback as teachers plan and revise curriculum and instruction in the content area of mathematics.
- Target population: Teachers servicing grades 3, 4, and 5.
- Responsible Staff Members: Principal, Assistant Principals, Lead Teachers, Network Liaison and Network Mathematics Specialist.
- Implementation Timeline: September 2012 through June 2013.

Activity # 2

- Afterschool Program: Tutorial (Tuesdays & Wednesdays); extended Day instruction that meets individual student needs.
- Target Population: Students in grades 3, 4, and 5.
- Implementation Timeline: 1 and ½ hours beginning January 2013 to April 2013.

Steps for including teachers in the decision-making process:

- Teachers will meet in grade-level and focused teams to review data gathered from periodic assessments.
- Staff determined that a 2% increase in student performance would be the interim benchmark used by teacher teams to measure the effectiveness of the strategies implemented and to determine if additional support in using multiple entry points to analyze data and differentiated instruction.

- Periodic Assessments dates: December 2012, January 2013, and March 2013.
- NYS Mathematics Assessment

Strategies to increase parental involvement

- Provide parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information
- Provide written and verbal progress reports that are periodically given to keep parents informed of their children’s progress.
- Ensure that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- Mathematics Coordinator will conduct math workshops and information sessions
- Parent coordinator and teachers will attend regularly scheduled PA meetings to share information and respond to parent questions and concerns.
- Parents will be trained on how to use ARIS Parent Link.
- Ensure parents are familiar and have access to Common Core learning Standards (ELA & Mathematics), Accountability Measures (School Report Card, NCLB, Progress Report).
- Principal meets with PA Executive board monthly

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy Title I _____ Title IIA Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

As a title 1 School wide Program School, Conceptual Consolidation allows the use of Federal and local funds such as Fair student Funding, Title 1 Funds, Title III and human resources to implement this action plan from September 2012-June 2013 as specified below:

- Supervisor per session (Tuesdays & Wednesdays)
- Teachers per session (Tuesdays & Wednesdays)
- Professional instructional materials to support curriculum and instruction during the regular school day.
- Consumable instructional materials for SES.

ENGLISH LANGUAGE ARTS K-5

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

- *By June 2013, P.S. 75 students in grades 3 to 5 will demonstrate progress in ELA as evidenced by a 5% increase in students scoring at levels 3 and 4 on the NYS ELA Assessment.*

Comprehensive needs assessment

- The student performance data from the 2011-2012 nySTART Report showed students at level 3 for grades 3 to 5 scored less than 50% and students in grades 3 to 5 who achieved level 4 were less than 5% on the NYS ELA Assessment.

Instructional strategies/activities

Activity # 1

- Instruction: A 90 minute reading block that encompasses all balanced literacy components and a non-fiction unit of study. Students will engage in a task that asks them to read and analyze informational texts and write opinions and arguments in response.
- Professional Development: The literacy coach, literacy coordinator, ESL teachers, and lead teachers will review data with the teachers and plan rigorous and engaging instruction that meets the needs of all students in the school, specifically our students in grades 3-5. The teachers work with the literacy coach, literacy coordinator and the lead teachers to set goals, discuss teaching points, looking at student work; aligning rubrics to tasks, differentiating instruction, providing students with explicit feedback; and set next steps. CFN 412 will continue to provide professional development in literacy for all teachers that focus on the instructional shifts in ELA; DOK; protocols for inquiry work; looking at student work; aligning assessments and instruction to the Common Core Learning Standards; UDL, and provide feedback as teachers plan and revise curriculum and instruction.
- Target population: Teachers servicing grades 3, 4, and 5.
- Responsible Staff Members: Principal, Assistant Principals, ELA Coach, Network Liaison.
- Implementation Timeline: September 2012 through June 2013

Activity # 2

- Afterschool Program: Tutorial Program (Tuesdays & Wednesdays); extended Day instruction that meets individual student needs.
- Target Population: Students in grades 3, 4, and 5.
- Implementation Timeline: Tutorial Program: 1 and ½ hours beginning January 2013 to April 2013. Extended Day: September 2012 to June 2013.

Steps for including teachers in the decision-making process:

- Teachers will meet in grade-level and focused teams to review data gathered from periodic assessments.
- Staff determined that a 3% increase in student performance would be the interim benchmark used by teacher teams to measure the

effectiveness of the strategies implemented and to determine if additional support in using multiple entry points to analyze data and differentiated instruction.

- Periodic Assessments dates: December 2012, January 2013, and March 2013.
- NYS ELA Assessment

Strategies to increase parental involvement

- Provide parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information
- Provide written and verbal progress reports that are periodically given to keep parents informed of their children's progress.
- Ensure that staff will have access to interpretation services to effectively communicate with limited English speaking parents.
- Literacy coach will conduct ELA workshops and information sessions
- Principal, Parent coordinator and teachers will attend regularly scheduled PA meetings to share information and respond to parent questions and concerns.
- Parents will be trained on how to use ARIS Parent Link.
- Principal meets with PA Executive board monthly

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
_____ Tax Levy Title I _____ Title IIA Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

As a title 1 School wide Program School, Conceptual Consolidation allows the use of Federal and local funds such as Fair student Funding, Title 1 Funds, Title III and human resources to implement this action plan from September 2012-June 2013 as specified below:

- Supervisor per session (Tuesdays & Wednesdays)
- Professional instructional materials to support curriculum and instruction during the regular school day.
- Consumable instructional materials for SES.
- Teacher per session (Tuesdays & Wednesdays) for tutorial program and professional development.
- Literacy coach provides small group instruction.
- Cluster teachers provide weekly push-in services for grades 3-5.

ENGLISH LANGUAGE LEARNERS AND STUDENTS WITH SPECIAL NEEDS

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

- By June 2012, Limited English Proficient Students and Students with Disabilities will demonstrate progress towards achieving state standards as measured by 5% increase in those subgroups scoring at level 3 & 4 on the NYS ELA assessment.

Comprehensive needs assessment

- The student performance data from the 2012 nySTART Report showed that only 11% Limited English Proficient Students scored level 3 and above on the NY State ELA Assessment.
- The student performance data from the 2012 nySTART Report showed that only 15% of students with disabilities scored level 3 and above on the NY State ELA Assessment.

Instructional strategies/activities

Activity # 1

- Instruction: All Limited English Proficient Students and Students with Disabilities have full access to the curriculum. 90 minute reading block that encompasses all balanced literacy components and a non-fiction unit of study. As the students develop fluency in English, instructional time in English will also increase. Use literature of different genres, and audio/visual equipment with music, poetry, and role-playing to improve students aural, oral, reading and written communication skills. Use of scaffolding strategies to build on student academic and language proficiency. Flexible grouping (small group work), cooperative groups and differentiated instruction as well as hands on activities for both subgroups. SMART Goals are used to write IEP Goals and ESL Goals.
- Professional Development: The ESL Coordinator and ESL teacher will review data with the teachers and plan rigorous and engaging instruction that meets the needs of all sub-groups in the school, specifically our ELL and Special Education students. The teachers work with both specialists and set literacy goals, discuss teaching points Writing SMART Goals for IEPs, Interim assessments to monitor and revise curriculum and instruction; use student data to drive instruction; align rubrics to the language of the Common Core Learning Standards to provide students with explicit feedback; continue with inquiry work as teams of teachers; use case studies and data to inform differentiated lesson planning. CFN 412 will continue to provide professional development for ESL and Special Education teacher teams that focus on ESL strategies in ELA and mathematics; DOK; Instructional shifts in ELA and mathematics; Promotional criteria for SWD; UDL, and provide feedback as teachers plan and revise for both sub-groups in the classroom.
- Target population: Teachers servicing Limited English Proficiency Students and Students with Disabilities in grades 3, 4, and 5.
- Responsible Staff Members: Principal, Assistant Principals, ELA Coach, ESL and SWD Teachers, Service Providers, ESL Coordinator (Pull-out/Push-in), ESL Teacher (Pull-out/Push-in).
- Network Liaison and Network Specialists.
- Implementation Timeline: September 2012 through June 2013

Activity # 2

- Creation of an ESL/Special Need/Low Performing Student Inquiry Teams: The inquiry teams are school wide initiative consisting of all teachers. The inquiry team will collect and analyze student data from various sources and provide next steps for instruction to meet individual student needs.
- Afterschool Program: Tutorial Program (Tuesdays & Wednesdays for beginning and intermediate ELL Students); Extended Day instruction that meets individual student needs. Students with Disabilities will attend tutorial program on Tuesdays and Wednesdays.
- Target Population: ESL Students in grades 2, 3, 4, and 5. Students with Disabilities in grades 3, 4, and 5.
- Implementation Timeline: Tutorial: 1 and ½ hours beginning January 2013 to April 2013. Extended Day: September 2012 to June 2013.

Steps for including teachers in the decision-making process:

- Teachers will meet in grade-level and focused teams to review data gathered from periodic assessments.
- Staff determined that a 2% increase in student performance would be the interim benchmark used by teacher teams to measure the effectiveness of the strategies implemented and to determine if additional support in using multiple entry points to analyze data and differentiated instruction.
- NYSESLAT Assessment
- Periodic Assessments dates: December 2012, January 2013, and March 2013.
- Pre-Assessment/Post-Assessment: NYSESLAT, October 2012 and January 2013
- NYS ELA Assessment

Strategies to increase parental involvement

- Provide parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information
- Provide written and verbal progress reports that are periodically given to keep parents informed of their children's progress.
- Literacy coach will conduct ELA workshops and information sessions
- Parent coordinator and teachers will attend regularly scheduled PA meetings to share information and respond to parent questions and concerns.
- Parents will be trained on how to use ARIS Parent Link.
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- Ensure that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents.
- Ensure parents are familiar and have access to Common Core learning Standards (ELA & Mathematics), Accountability Measures (School Report Card, NCLB, Progress Report).

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
_____ Tax Levy Title I _____ Title IIA Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

As a title 1 School wide Program School, Conceptual Consolidation allows the use of Federal and local funds such as Fair student Funding, Title 1 Funds, Title III and human resources to implement this action plan from September 2012-June 2013 as specified below:

- The school will offer an Afterschool Program for grades 3-5 (Tuesdays & Wednesdays) using a research-based program.
- The school will offer an ESL Beginners and intermediate Afterschool Program for grades 2-5 (Tuesdays & Wednesdays).
- Supervisor per session (Tuesdays & Wednesdays)
- Professional instructional materials to support curriculum and instruction during the regular school day.
- Consumable instructional materials for SES.
- Teacher per session (Tuesdays & Wednesdays) for tutorial program and professional development.

PROFESSIONAL DEVELOPMENT

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

By June 2013, 70% of all teachers will become more effective at using data to inform instruction. As measured by the Assessment in instruction from Competency 3d of the Danielson framework.

Comprehensive needs assessment

The student performance data from the 2011-2012 NYS Assessments showed 35% of students in grades 3-5 achieved level 4 in Mathematics and 5% of students in grades 3-5 achieved level 4 in ELA. Data from the 2011-2012 Progress report showed an increase in student progress for the bottom third in both ELA and mathematics. The ESL and SWD subgroups showed no growth in proficiency. To ensure all individual student needs are met, faculty will engage in training that helps with self-reflection and implementing differentiated instruction after analyzing individual student data.

Instructional strategies/activities

Activity # 1

- Teacher Effectiveness: More strategically targeted feedback will be given to teachers, resulting in improved student achievement. Weekly low inference observations using the Danielson Framework to improve teacher effectiveness will assist in supporting teachers and meeting individual teacher needs. Coaching conversations will allow teachers to assess the effectiveness of their work through self-reflection and take steps to improve.
 - Target Population: All teachers of grades PeK-5
 - Responsible Staff members: Principal and Assistant principals
 - Implementation Timeline: September 2011 through June 2012
- Steps for including teachers in the decision-making process:
- These sessions will occur during faculty conferences and grade conferences
 - Coaching conversations: weekly
 - Teacher surveys: June 2013

Activity #2

- Professional Development: Professional development activities will be designed to meet individual learning needs.
- Pre/Post assessments will be obtained from ACUITY, EngageNY, TC Running Records, DIBELS, Reading Streets Benchmark Assessments, and Teacher made.
- Inquiry groups will focus on student work samples. Teachers will use protocols for analyzing, norming, and scoring students' work samples as a way of reaching a consensus.
- Implementing the instructional shifts and aligning curricula with Common Core Learning Standards.
- Balanced Literacy (Teachers College grade 4 and 5 and Reading Streets grades K-3) reading block of 90 minutes, Balanced

Mathematics (Everyday Mathematics) block of 60 minutes grades PreK-2 and 70 minutes Grades 3-5.

- Use of theory and practice to meet the needs of students with disabilities, ELLs, at-risk and high achieving students.
- Target Population: The administrative staff, teaching staff and non-teaching staff.

Responsible Staff Members:

- Principal, Assistant Principals, Network Liaison and specialists, Literacy Coach, Instructional Team Members, Grade Leader, Coach, ESL Coordinator and Teacher; and Lead Teachers will be responsible for conducting these sessions.
- Implementation Timeline: September 2012 through June 2013

Steps for including teachers in the decision-making process:

- Instructional Team meets weekly to discuss faculty and student needs.
- Inquiry teams meet weekly during Teacher Team Meetings
- Lead Inquiry Team Members meet once a month
- Teachers will meet in grade-level cross functional teams, discussion groups, classroom visitations, in-school visitation, intra school visitation, peer support, modeling, moderation, professional reading groups, and video review.
- Teacher survey: June 2013

Steps for including teachers in the decision-making process:

- Instructional teams consist of teachers from various grades and content areas: looking at data, student work, curriculum, instructional strategies, educational materials, etc.
- Teachers provided personal/professional goals and teachers are receiving professional development on the area needed.
- Lead teachers on instructional team and inquiry team provide professional support and communicate goals along with expectations to grade level teachers.
- Written documents are provided to faculty to ensure the message is clear, coherent, and consistent: September 2012-June 2013
- Weekly and monthly team meetings: September 2012 –June 2013.

Strategies to increase parental involvement

- Provide parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee with support.
- Developing and distributing a school calendar designed to keep parents informed about school activities.
- Parents will receive student progress reports three times the school year.
- Provide parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information
- Literacy coach will conduct ELA workshops and information sessions
- Parent coordinator and teachers will attend regularly scheduled PA meetings to share information and respond to parent questions and concerns.

- Parents will be trained on how to use ARIS Parent Link.
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- Ensure that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents.
- Ensure parents are familiar and have access to Common Core learning Standards (ELA & Mathematics), Accountability Measures (School Report Card, NCLB, Progress Report).

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 _____ Tax Levy Title I _____ Title IIA Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Support staff: Guidance Counselor, nutritionist, Pre-K social worker and School Based Support Team Members are providing teachers with resources to meet individual student needs.
- The support staff conducts individual meetings with students on an as need basis.
- Teacher teams conduct inquiry work and instructional activities.
- Instructional teams provide constituents with instructional information

POSITIVE ENVIRONMENT

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

Annual Goal #5

- By June 2013, staff's ability to prevent disciplinary problems, and create a positive classroom and school environment that will impact on student achievement will increase by 40% as measured by summative data from positive behavior information intake forms.

Comprehensive needs assessment

The 2011-2012 Environmental survey showed that teachers did not feel that order and discipline was maintained at their school.

Instructional strategies/activities

Activity # 1

Instructional: All teachers will have access to the positive behavior curriculum (PBIS.org). Teachers will receive lessons that promote positive behavior. Teachers have received the anecdotal in-take sheet to document student behaviors. The in-take sheet provides teachers with specific behaviors and interventions. The data will be collected weekly and entered into the School-Wide Information System (SWIS). The data will assist us in determining the behavior needs of our students.

Professional Development: To build capacity, a team was created to assist in the implementation of PBIS. The team members have received RTI and TCI training from District 75 Strategies, Techniques, Options, Prior to Placement (STOPP) October 2012-2013. Members have also received SWIS training in December 2013. The team has provided professional development for teachers during faculty and grade conferences. We are receiving training for our Tier 2 and tier 3 students.

Target Population: All Teachers, PreK-5, including clusters.

Responsible Staff Members: Principal, Assistant Principals, Classroom Teachers, Coach, ESL Teachers, IEP Teacher, Technology Teacher, and Network Specialists

Implementation Timeline: September 2012-June 2013

Steps for including teachers in the decision-making process:

- The team is comprised of teachers from grades 1-5 and meets once a week during school hours. The students in these grades seem to display behaviors that teachers are concerned about.
- Administrators, coach, ESL Teachers, and IEP Teacher are members of the team. Each member provides his or her colleagues with information pertaining to the PBIS Team. This allows us to build capacity and receive input from teachers of all grades.
- In-take sheet data
- SWIS Data

Strategies to increase parental involvement

- Provide parents with Department of Education Student Disciplinary Code (September 2012).
- Provide parents with Parent Handbook (September 2012).

- Provide written and verbal information about student behavior.
- Conduct parent workshop about PBIS and SWIS.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy Title I _____ Title IIA Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- PBIS Team meets weekly to design various components of the PBIS Plan. Components are reviewed and checked. Team members provide information to faculty who can make suggestions to their representative. The meetings take place during school hours.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA Grades K-3 (90)	Reading Streets	Small Group & One-to-One Intervention	School day
Grades 2 (56)	Independent leveled text with a focus on reading/writing strategies.	Small group instruction.	Extended Day Program (37.5 minutes after school)
Grade 3 (77)	Buckle Down Strategies for Reading Comprehension	Small Group & One-to-One Intervention	During Extended Day Program (37.5 minutes after school)
Grades 3-5 (54)	ELA Essential Skills for Reading Success	One-to-One Intervention	During the School Day
Grades 4 & 5 (127)	ELA Rally! Reading Strategies & Skills practice in reading	Tiered Intervention	Extended Day Programs.
	Great Leaps Reading	Small Group Advisor; Tiered Intervention; Differentiated	During the School Day and Extended Day Programs.

Grade 1 (5) Grade 3 (2) Grade 4 (1)	(Fluency) Program Reading Intervention	Instruction	During the School Day
Grades K-3 (281)	MCLASS Reading (K-3)	Small group instruction. Tiered Intervention	During the School Day
Grades 3-5 (160)	Kaplan includes Literacy Strategies	Small group instruction	After School Program (Tues & Weds).
Grade 3-5 (30)	ReadWorks.org includes reading comprehension strategies	Tiered Intervention	During the School Day and Extended Day Programs.
Mathematics			
Grades 3-5 (125)	CTB-McGraw Hill Math Acuity	Tiered & Individual Intervention	During the School Day
Grades Prek-5 (150)	Everyday Mathematics Differentiation Handbook include problem solving techniques	Small Group & One-to-One Intervention	During the School Day
Grades 3-5 (160)	Kaplan includes computation and problem solving strategies	Small Group Instruction	After School Program (Tues & Weds).
Grades 3-5 (60)	New York State Math	Small Group Intervention	During the School Day

Grades 3-5 (40)	Coach includes problem solving techniques New York State Math Coach includes problem solving	Small Group Intervention	During the School Day
Science Grade 4 (20)	Science experiments NYS Science Exams	Small Group Instruction	Extended day
Social Studies	NA		
At-risk services (e.g. provided by the Guidance Counselor: Grades 2-5 (29) School Psychologist: Grades K-5 (4) Social Worker: Grades K-5 SpeechK-5 (4)	Peer Mediation Games Peer Mediation Games Verbal Interaction Lessons Peer Mediation Games Verbal Interaction Lessons Language lessons Observations	Small group/One to One Small group/One to One Small group/One to One Small Group/Individual	During the School Day During the School Day During the School Day During the School Day

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers.
- The payroll secretary will work closely with the network human resource personnel to ensure that non-highly qualified teachers meet all required documentation and assessment deadlines.
- Mentors are assigned to support new and un-qualified teachers.
- Provide monthly professional development sessions during faculty conferences, grade conferences, and network sessions.
- Teachers will receive feedback from frequent cycles of low-inference observations to tailor their individual professional needs.
- Demonstration lessons will be provided by administrators, coaches, and network specialists.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in 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. The Mayda Cortiella/PS 75 school will support parents and families of Title I students by:

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

The Mayda Cortiella/PS 75 School's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for

additional input. To increase and improve parent involvement and school quality, The Mayda Cortiella/PS 75 School will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The Mayda Cortiella/PS 75 School will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

The Mayda Cortiella/PS 75 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.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Christopher Groll/Ada Orlando	District 32	Borough Brooklyn	School Number 075
School Name Mayda Cortiella Elementary School			

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

Principal Dr. Yolanda Williams	Assistant Principal Ms. M. Moncayo
Coach Ms. J. Piket	Coach N/A
ESL Teacher Ms. D. Sosa-Ramos	Guidance Counselor Ms. F. Nakhla
Teacher/Subject Area Ms. Roman/ESL	Parent Ms. Toni Vanderheyden
Teacher/Subject Area Ms. Bermudez/Bilingual	Parent Coordinator Mr. Angel Suarez
Related Service Provider Ms. F. Sarita	Other Ms. Maribel Soto-ESL Coordinat
Network Leader Ada Orlando	Other Ms. Lazarev/ESL Teacher

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	4	Number of certified bilingual teachers	5	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	2	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	2	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	2		

D. School Demographics

Total number of students in school	654	Total Number of ELLs	123	ELLs as share of total student population (%)	18.81%
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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. 

At P.S. 75, specific procedures for identifying and placing new ELLs are always followed. These procedures include five major components – registration, identification, parent orientation, program selection and program placement. The following procedures are the steps that P.S. 75 initially takes in order to identify students who may be prospective ELLs. First, the licensed Bilingual/ESL Coordinator, Ms. Soto conducts a formal oral interview in English or in Spanish. The coordinator registers the newly enrolled students and provide their parents the Home Language Identification Survey (HLIS) form in English or Native Language for completion as part of the school admission/ registration process. Once the HLIS forms are completed and collected from the parents, the home language is reviewed by the ESL/Coordinator to determine whether the student is required to take the Language Assessment Battery–Revised (LAB–R) based on established criteria. These children are identified as “Potential ELLs.” They are given the LAB–R by Ms. Soto, Bilingual/ESL Coordinantor within 10 days of their enrollment of school. Students who speak Spanish at home and score at or below proficiency on the LAB-R are admistered a Spanish LAB to determine langaure dominance.

Ms. Soto, the licensed Bilingual/ESL coordinator fluent in Spanish and English provides the Home Language Survey to the parents. She ensures that the form is filled in its completion. Upon which she will speak to the parent and determine if the child's eligibility for services. Ms. Soto to provide information and service options. Within 10 Ms. Soto administres the LAB-R to the child and detemine if the child is eligible is entitled to Ell services. Additionally, parents are informed of their child's placement. Parents of “Potential ELLs” are informed immediately by letter and/or a phone call that they should participate in an orientation session.

Outreach to the parents of identified students will be conducted in the following manner: Individualized letter are sent with the student. Confirmation receipts are signed by parents and collected. Parent coordinator conducts outreach. Reminder to all parents via Phone Messenger. We provide parents with an orientation that describes various programs for ELLs. The focus of the orientation is to inform the parents of their right and program options. A video in their native language is shown to parents. Parents have the option of listening to the video in their own language. The video details information on the reorganization of the various programs and their right to choose educational options for their child such as: Transitional Bilingual Education (TBE) Programs, English as a Second Language Programs and Dual Language Programs. Additionally, parents are provided with an explanation of the state and city standards, the core curriculum, assessments, and student expectation requirements.

The coordinator conducts a parent orientation. At the time of the orientation, parents are given the time and assistance to fill out the parent choice form. They may submit completed form on site. Parents who do not attend the orientation are reached via registered mail, follow–up letters and phone conferences to make them aware of their choices. The forms are collected and maintained by class in a binder with the Coordinator.

Program placement of the student is based on the Parent Assurance Survey/Program Selection Form. Students must be placed within 10 days of enrollment in the appropriate program. The coordinator collects Program Selection and Parent Survey Assurance forms. These

documents are stored in a file cabinet in which the Principal, Assistant Principal, and the coordinator have access. Based on the procedures identified on the CR Part 154 which requires that schools form bilingual education classes in grades K-8 when there are 15 or more ELLs of the same language in two contiguous grades. If parents do not select a program, the student is automatically placed in a Bilingual class, if it is available, otherwise, the student is placed in an ESL class. Parents may opt out of Bilingual Education, but may not opt out of ESL instruction.

The trends observed after reviewing the parent survey of the program selection form is that parents mostly want a bilingual setting for their children in grades K and 1. In grades 2 and 3 the trend observed is that parents mostly want an ESL setting for their children. Those program models, which are requested by the parents, are offered at P.S. 75. Dual Language Program program is not offered at this time.

The steps take to annually evaluate ELLs using the New York State English Language Test (NYSESLAT) are analyze the data for each student. The data is organized by class and the different strands are evaluated in order to determine the students strength and challenges. The teachers are given this information to monitor and provided small group instruction, extended day, Saturday Academy and after school.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	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 type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
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This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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	To t#
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	1	1												2
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained			1	1	1									3
Push-In						2								2
Total	1	1	1	1	1	2	0	0	0	0	0	0	0	7

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	123	Newcomers (ELLs	106
Special Education	15		

Number of ELLs by Subgroups					
		receiving service 0-3 years)			
SIFE	6	ELLs receiving service 4-6 years	16	Long-Term (completed 6 years)	1

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	27		1							27
Dual Language										0
ESL	79	6	4	16		12	1			96
Total	106	6	5	16	0	12	1	0	0	123

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	13	19												32
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	13	19	0	32										

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
Chinese																			0	0
Russian																			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																		
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: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	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	1	4	26	21	13	17								82
Chinese														0
Russian														0
Bengali	3		1	1	2	2								9
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Other														0
TOTAL	4	4	27	22	15	19	0	91						

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?

All students receive their units of ESL in the content area of reading. Grades K–3 are self-contained classes that support beginning and intermediate students with 90 minutes of ESL units daily through the Reading First Initiative. Advanced students receive 45 minutes of ESL units daily through the Reading First Initiative. In grades 4 and 5 beginning and intermediate students receive 90 minutes of ESL units through the Balanced Literacy Program push-in and pull out model. Advanced students are provided with 45 minutes of ESL instruction in a push-in format. Through a push-in and pull-out Ms. Soto, the coordinator will provide students with the mandated units. Ms. Soto, will provide explicit ESL strategies and differentiated instruction to address the students' level of English proficiency. During this time, all ELLs are required to demonstrate academic rigor through the learning and performance tasks that are assigned. They must show complex and multiple-step tasks that require the application of more than one skill area. Teachers scaffold academic language and complex content to support students' participation in content areas. They use visuals and/or realia to support students' understanding of the main academic content. They model the use of the language in ways in which the students are expected to participate. Students participate in activities that promote academic discourse, such as accountable talk. Teachers that serve ELL students create an ESL environment that optimizes learning by using any of these instructional scaffolding techniques:

- Modeling – giving students a clear example of what is expected of for imitation.
- Bridging/Brainstorming – activating students' prior knowledge.
- Contextualization – creating analogies based on students' experiences.
- Schema Building – clustering meanings that are interconnected.

A. Programming and Scheduling Information

- Meta-cognitive Development – thinking and reflecting about learning.

Other instructional techniques that will be used are:

- Flexible grouping
- Cooperative groups
- Differentiated instruction
- Hands on activities

Our Bilingual Classrooms K and 1 follow the Language Allocation Policy according to the CR Part 154 Regulations. Children at the beginning English proficiency level receive 40% of instruction in English language development and 60% of instruction in their native language. Children at the intermediate English proficiency level receive 50% of instruction in their native language and 50% of instruction in English. Children at the advanced English proficiency level receive 75% of instruction in English language development and 25% of instruction in their native language. As the students develop fluency in English, instructional time in English increases.

As part of New York City's Reading First Initiative, literacy instruction for grades Kindergarten through third include the Harcourt Trophies Reading program, a scientifically based research curriculum. It is through this program that teachers cover the required units of ESL for K – 3.

Teachers deliver researched-based instruction in the five components of literacy: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. This core curriculum program is implemented during a 90-minute literacy block, which provides specific skills and strategies that are addressed throughout the week. Students are given the opportunity to master the skills and strategies during read aloud, anthology, skill questions, and at centers. Pictures, realia, shadow talk, pantomiming and repetition are some of the strategies used for the ELL students during this time.

Harcourt Trophies was designed to accommodate a diverse student population through progress monitoring, diagnostic checks, whereby students' specific needs are identified and addressed. Harcourt Trophies provides differentiated instruction for ELLs by including various activities for below level, on-level and advanced level students. Additional support activities, linked closely to the lessons, are provided to address specific needs coupled with added support activities to re-teach and extend on any skill and strategy. Additional resources are available to our teachers, such as the Intervention Kit and the English Language Learners Resource Kit.

Assessments have been built into the Reading First initiative to monitor the students' success. Assessments are on-going throughout the year. The assessments serve as a means to:

1. Identify struggling readers
2. Differentiate Instruction
3. Assist with grouping
4. Monitor progress

The assessments used as part of the Reading First Program are:

1. DIBELS 3-D Running Records (Grades K – 3)
2. PPVT (Grade K)
3. Harcourt Trophies Midyear and End year Assessments (Grades K-3)

Grade 4 and 5 are in the 6th year of the implementation of the Comprehensive Approach to Balance Literacy. This approach forms the basis for the uniform literacy block in our upper grade classrooms. It is implemented in a 105 minute block. The Bilingual/ESL Coordinator, in collaboration with the Literacy Coach, has adapted the program so that the appropriate instruction is provided for English Language Learners.

Our Literacy program is composed of a Reading Workshop, Writing Workshop, Read Aloud Time, Word Work and Shared Reading Time. During the Reading Workshop students are taught in a whole group new reading strategies within the unit of study that are presently explored. ELL students then practice newly acquired skills in their 'just right leveled book' as determined by Teachers College Reading

A. Programming and Scheduling Information

Assessments. While the students read, the teachers confer with students and push them further in their work. Teachers also provide small group strategy lessons based on language, cognitive ability, and student need. At the end of the Reading Workshop, teachers gather the whole class together and participate in share sessions to discuss their work and to discuss how the newly acquired skills are incorporated into their schema of thinking. ELL students maintain a reading log monitoring their own stamina, rate of reading, and the books they are reading in school and at home.

The Writing Workshop is also driven by units of study paralleling the Reading Workshop. New strategies are taught, students have independent work time, and teachers confer with students and conduct small group strategy lessons. On a daily basis, ELL students are engaged in Read Aloud sessions where teachers model new thinking skills. ELL students then have the opportunity to practice their skill during shared partner time and class time. In addition, we have incorporated word work on a daily basis. Students are taught writing conventions, word usage and then have the opportunity to practice newly acquired skills. Bilingual/ESL teachers also engage their students in shared literature. A piece of literature is used over several days to teach students skills and strategies. Every workshop lessons begins with a mini lesson. The mini lesson has 4 basic components:

1. Connect— bridging from what has been taught or prior knowledge with new strategy.
2. Teach— the actual instructional time where teachers demonstrate the skill they want the students to acquire.
3. Active Engagement – children turn to their neighbor and practice what the teacher has taught (engaging in accountable talk).
4. Link—students are sent to their seats to begin reading their independent books while practicing newly acquired skills.

Leveled libraries have been established in every classroom. Non-fiction and fiction books have been leveled and are present in every classroom. During independent reading time, ELL students select appropriate text according to their reading level, unit of study, as well as individual interest. ELL students are actively engaged in reading for various purposes. ELL students practice newly acquired skills and strategies. During small group instruction the teacher chooses appropriate reading materials to meet the instructional needs of the students. Bilingual/ESL teachers demonstrate and model strategies to use, in addition to coaching students in the acquisition of new skills.

We also have ongoing assessment during class time. Both formal and informal assessments are used to measure student progress. In addition to NYS assessments, formal assessments are conducted during the school year. We use the Predictive and ITA which is provided by Acuity. ELL teachers are then able to access student information online. In-depth information is provided about each individual student, as well as, the class as a whole. Thus, teachers are better able to plan appropriate strategy lessons based on results. Intervention is provided for students according to their individual needs.

As part of the New York City Math Initiative, math instruction for grades kindergarten through fifth includes Everyday Mathematics Program complemented with the Math Step Program. The Everyday Math Program is a scientifically based research curriculum which was developed at the University of Chicago Mathematics Project (UCSMP) in 1983 to reform mathematical education. The UCSMP examined successful curriculums from around the world, explored young children learning styles, and assessed actual uses of mathematics by people in their everyday lives and jobs. In the Bilingual classes teachers deliver content area instruction in Spanish. The teacher ensures that the proper support is provided for ELLs. The ESL classes content areas instruction is in English with ESL methodologies.

Teachers administer a variety of tests to assess learning outcomes. Teachers use this data to determine achievement mastery through formal and informal test. These include teacher made tests and unit assessments in their native language.

In order to support the implementation of the program, 1st and 2nd grade Bilingual/ESL teachers assess students using the Early Childhood Assessment in Math (ECAM) and determine the level of academic proficiency needed to differentiate instruction. ECAM is a New York City Department of Education Initiative program that assesses the students and provides data. ELL students are assessed three times per year in grades 1 and 2 to determine the proficiency level needed to differentiate instruction. Additionally, Bilingual/ESL teachers receive assistance through demonstration lessons, hands on activities during professional development and grade meetings. Both programs have been successful and are considered highly regarded tools for motivation and instruction for students, including our ELLs and students with special needs. It is our belief that this comprehensive program, in conjunction with good supportive services, including Academic Intervention Services (possibly in a Math Lab form) will secure our students' success in the area of Mathematics. An assessment tool from the Everyday Mathematics Program has been used effectively this year to monitor students' performance.

A. Programming and Scheduling Information

Students with Interrupted Formal Education (SIFE) are students whose formal education has been interrupted for an extended period of time and who enter an English language school system at age eight (grade 3) or older, and who are at least two years behind their peers in reading in their native language and in other academic areas. Therefore, at P.S. 75 students who are identified as SIFE receive additional academic intervention services through ESL providers for part of the day. This approach helps the students develop knowledge in specific subject areas through the medium of their second language. Bilingual/ESL teachers modify their strategies to teach core subjects in order to ensure that the material is comprehensible to all English Language Learners and that it promotes their second language development. Often, students are placed in an early childhood classroom during reading and are exposed to phonemic awareness, phonics, reading and oral expression. This allows the student to become familiar with the English alphabet, letter sound recognition and the English language in a more controlled environment.

Newcomers are made to feel right at home when they come to P.S. 75. They are given a tour of the school and introduced to their teacher and classmates on the first day. Newcomers are assessed as soon as they are admitted and an individualized plan is immediately put in place. Goals and objectives are set for each individual. Students are given formal and informal assessments regularly to monitor their growth in their basic interpersonal skills and cognitive academic language.

Long-term ELLs are also monitored carefully. They are immediately identified in order to provide them with intensive help. Instructional support is provided via push in and small group instruction. Intensive reading, writing and math support is given to these students to help them master their academic skills and language proficiency. Collaboration is ongoing between the classroom teacher and the teacher providing additional help. Formal and informal assessments dictate differentiated instruction. Long-Term Ells participate in the extended day program, the Saturday Academy and after school.

As part of P.S. 75's plan for continuing transitional support (two years) for ELLs reaching proficiency on the NYSESLAT, ELL students will continue to participate in rigorous instruction with additional support for a year in ELA and Math via a push-in model. Collaboration between the classroom teacher and the Bilingual Coordinator continues throughout the year. Students are monitored to ensure that social and academic growth continues to progress. Furthermore, proficient ELL students in grades 3-5 will receive testing accommodations for up to two years after testing out on the NYSESLAT.

Teachers with newcomers, SIFE, long-term or transitional students may use the following strategies to help the students:

- Focus on language use and language development in all areas of the curriculum.
- Identify student's language strengths and weaknesses.
- Develop higher-level cognitive skills and critical thinking, in addition to simple recall.
- Provide good models of oral and written English language used for a variety of purposes.
- Involve children regularly in collaborative learning through group and pair work.
- Conference regularly with children on an individual basis.
- Encourage students to be independent learners by providing access to informational sources such as word walls, dictionaries, learning centers, computers and library.
- Monitor patterns in proficiency levels and the four modalities in order to increase meta-linguistic skills.

Courses Taught in Languages Other than English ⓘ

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

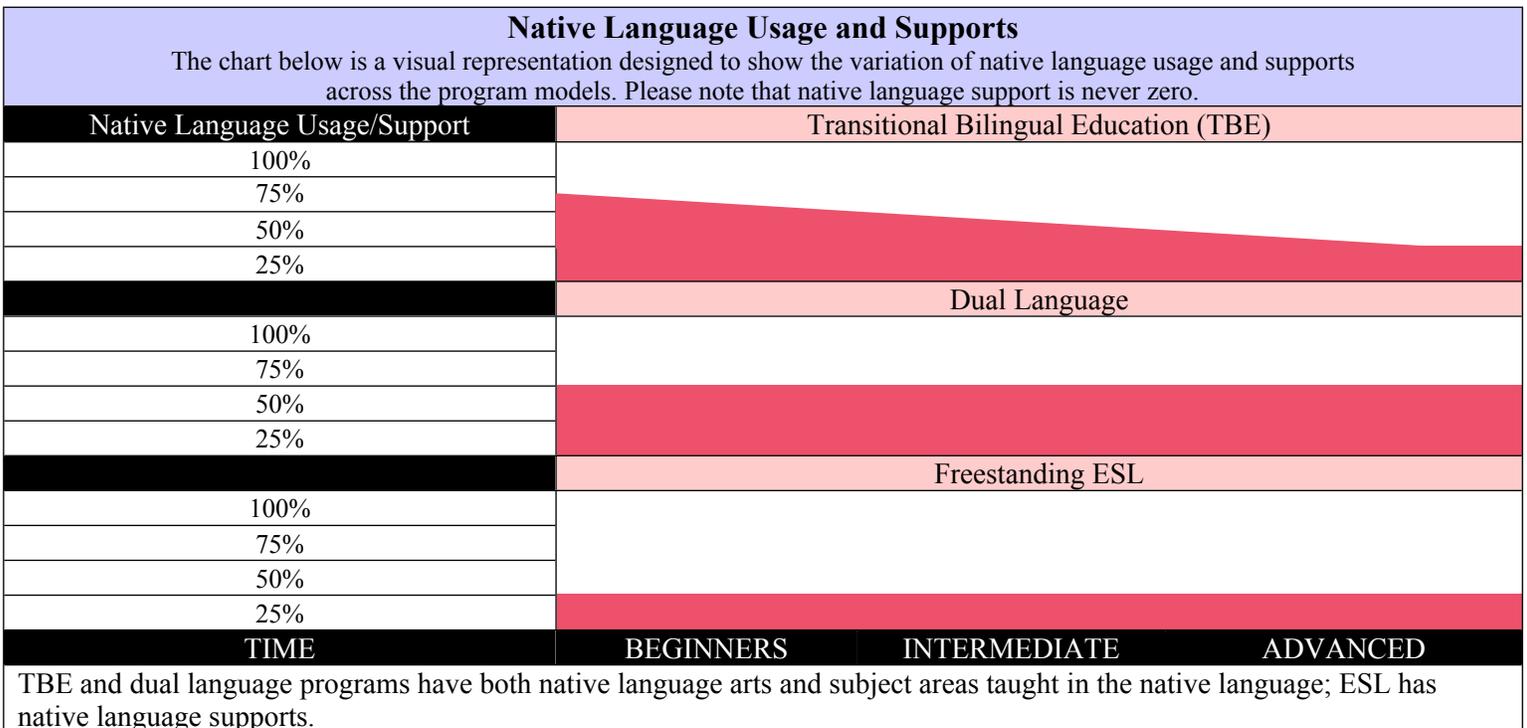
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

Math:	Spanish
Science:	Spanish

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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



B. Programming and Scheduling Information--Continued

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

At P.S. 75 the Academic Intervention Team puts together a plan for alternative services for students who have IEP services and are mandated to receive ESL services. This team meets weekly to discuss, analyze and confer on ideas, ESL strategies and procedures necessary to help the child work in a small group setting. Here, the student works to improve on all the modalities of listening, speaking, reading and writing in English. The children are assessed frequently in order to monitor and evaluate their growth. Instruction is delivered contingent upon data received from the periodic assessments.

Bilingual and ESL teachers collaborate as they plan whole/small group instruction. They meet and articulate during professional periods and/or professional development. Communication between the administrators, teachers, coaches and coordinator is ongoing. This allows instruction to flow easily and productively on a daily basis. ESL strategies are shared between teachers to help all ELLs, especially newcomers, as well as long term ELLs. All ELLs are monitored and assessed regularly through various tools to determine effective instructional strategies that will support and enhance their academic growth and language proficiency.

Student data indicate that our students, including English Language Learners and students with disabilities, need to improve their reading, mathematics and writing skills. A large emphasis has been placed on instructional strategies needed to implement our reading, writing and mathematics blocks. An area of concern is students' comprehension and using specialized, instructional strategies to meet the needs of special education and ELL students. Teachers also need to reinforce literacy strategies during content area instruction. To focus on these areas and to ensure that no child is left behind the following will be done. Individualized Educational Plans are carefully monitored to ensure the mandated services are provided for each student with disabilities.

To meet the diverse needs of ELL-SWDs with the least restrictive environment, we have Intergrated CoTeaching classes in K-5th grade. The ELLs-SWD are taught ESL through the push-in model. Teachers work together to provide the differentiated instructions to all students in the classroom while providing them the strategies that they need to become proficient in English.

- Our plan for continuing transitional support for ELLs reaching proficiency on the NYSESLAT is to align the curriculum to include greater opportunities for children to respond to literature orally and in writing in order to improve their communication skills.
- Enhancing our instructional program in Literacy for all our students by aligning goals, activities, objectives and assessment with the New York State learning Standards.
- Analyzing and interpreting data to make instructional decisions about skills that they need in reading, comprehension and writing.
- Differentiating instruction in all subject areas.
- Increasing the opportunities for Special Education students to excel by providing equal access to materials and to a challenging curriculum.
- Providing English Language Learners with the opportunity to enhance their oral and written communication skills through interactive activities infused throughout the content areas.

The instructional materials, that are used to support ELLs, includes tape recorders, smart board, computer room, lab top carts and over head projects.

In view of the improving student performance scores, the need to continue supporting student learning is evident and crucial to developing well-rounded students and life long learners. Students who experience difficulties with mathematics skills will benefit from a rich, yet balanced curriculum that includes classroom modifications and accommodations through the use of differentiated instruction and individual/small group conferencing. In order to prepare our students for higher standards of learning and achievement in mathematics the following will be done:

- Promote and implement higher standards within the mathematics program to support and increase students' educational performance.
- All students in grades K–5 will use the Everyday Math supplemented by Math Steps.
- Incorporate an intense Pacing Calendar to facilitate the flow of the curriculum according to the Grade Specific Performance Indicators
- Teachers will implement strategies identified on the Pacing Calendar.
- Extended Day (Morning) Program: September 2011 – June 2012; Monday through Thursday for 37.5 minutes per day, students in grades 2, 3, 4 and 5 work in small groups to read and respond to literature. Teachers, as well as, out of classroom staff (Cluster Teachers) are assigned to provide academic intervention support services to students at risk. Differentiated Instruction is provided. Teachers use the New York English Language Arts Learning Standards (3rd Grade), Best Practices in Reading Level (4th Grade), and Buckle Down (5th Grade) which includes strategies for reading comprehension and Test Taking in small group settings. AIS providers use Great Leaps which includes strategies for fluency in reading in a small group setting. In addition, the Wilson Program is implemented in a small group setting to grades 2 – 4.
- ESL Afterschool Program: December 2011 – May 2012; 3 classes (beginning, intermediate & advance) of approximately 10–15 students in each class; three times per week for one hour and a half each day, students in grades 1–5 who are struggling academically, students who received level 1 or 2 on the NYS ELA exam, or students who performed below level on the Acuity and NYSELAT Assessments are invited to participate. Students work in small groups to review reading strategies and vocabulary comprehension. Test prep is also conducted.
- Grades 3, 4, & 5 After School Program: November 2011 – May 2012; 6 classes of approximately 20 students in each; three times a week for one hour and a half per day; students in grades 3, 4, and 5 who scored at Levels 1 and 2 are asked to participate. Students with disabilities are also invited. Students work in small groups to review basic literacy skills. Differentiated Instruction is provided. 75–minute math block will be assigned to target mathematic skills and strategies.
- Title III Saturday program - January 2012 - May 2012 - ELL students will be grouped by proficiency levels. They will be provided with language proficiency development through small group/individual instruction, computer work and language activities.

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

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 is an integral part of P.S. 75. Results of the Reading Assessments including Dibels 3-D, NYSESLAT, NYS Math Assessments and Teachers College individual reading assessments are used for planning to improve school performance and provide professional development sessions based on student need and teacher input. During the school year, teachers complete a needs assessment survey to support their classroom instruction. In addition, formal and informal observations of teachers delivering classroom instruction are tools used to determine the areas in need of additional professional development. Teachers attend professional development sessions from 8:00 – 8:38 am on selected Fridays, as well as common preps and after school.

Professional Development addresses the needs of Bilingual/ESL teachers, and other teaching staff, including the parent coordinator and secretaries. The Bilingual/ESL coordinator facilitates the ongoing workshops throughout the 2011–2012 school years. Teachers receive in–depth professional development in ESL strategies to ensure that English Language Learners’ (ELLs) performance demonstrate ongoing progress and gains. These workshops are provided in small groups by grade levels, subjects or topics with hands–on activities. Staff members engage in learning, in a collegial atmosphere. As part of the professional development, teachers are involved in inter–visitation, peer support, modeling and reading professional development sessions. Teachers are paid per session or training rate as part of the collective bargaining agreement.

Professional development will include and not be limited to the following topics:

1. Use and application of the Learning Standards for English as a Second Language in reading, writing, listening and speaking.
2. Basic Interpersonal Skills vs. Cognitive Academic Language.
3. Informal and formal Assessments
4. Scaffolding tasks for the ELL learner
5. Workshop Model
6. DIBELS/3D running records
7. Integration of Common Core Standards with ESL learning standards.

In preparation for transition from elementary to middle school, students visit different schools in the community and are greeted by administrators. During an assembly, students are presented with information on the schools’ expectations and requirements. Students are able to ask questions and get feedback on their concerns.

In order to fulfill the 7.5 hours of ESL requirements, teachers attend professional development sessions in the school and/or provided by CFN or DOE. In order to maintain a record: if provided by the school, the agenda and attendance are placed in the PD binder, if they attend a workshop they get a certificate and a copy of that is stored in the PD binder.

PROFESSIONAL DEVELOPMENT PLAN 2011 – 2012

Tentative Workshops for Teachers of English Language Learners

Date	AUDIENCE	FACILITATOR/ROOM	ACTIVITY/SERVICE	GOAL/EXPECTED OUTCOME
October, 2011	All Staff	Dr. Williams	Assessing Instruction: Danielson Framework	Applying strategies to the curriculum with an emphasis on ELL strategies.
Novemeber, 2011	All Staff	Assisstant Principals	Analyzing/Evaluating Data to drive instruction	Looking at items of standardized tests to focus on strengths and needs of individual students
December, 2011	Bil./ESL Teachers	Ms. Soto/ Library	NYSESLAT Data	To review NYSESLAT scores to recommend intervention strategies
December, 2011	Parents	Ms. Soto, Mr. Alvarez	Parent Workshop	Goals and expectations, for all ELL students

January, 2012	Grades K-2	Ms. Soto	Look at student work to develop appropriate lessons and next steps.	Develop lessons for ELL students using the Common Core standards.
January, 2012	Grade 3-5	Ms. Soto	Look at student work to develop appropriate lessons and next steps.	Develop lessons for ELL students using the Common Core Standards.
February, 2012	K-3 Teachers	Ms. Soto	Improving Outcomes for all English Lanaguage	Best Practices in Teaching for ELLs
March, 2012	ELL 4th grade parents	Ms. Soto	Parent Workshop on Science Examination	To analyze the structure of State Science examination and how they can help their child.
April, 2012	K-5 Teachers of ELL students	Ms. Soto	Developing perfrmance tasks/labs for ELL students	Write tasks and labs that will provide ELLs students with the practice and experience needed for exams.

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?

During the school year the Bilingual/ESL Coordinator, Parent Coordinator and PTA collaborate to provide workshops for ELL parents. Workshops are conducted to meet the parents' needs. Parents are given a choice of workshops, dates and times. The forms are returned and workshops are organized. Workshops are tailored to help parents help their children with homework and other reading strategies.

P.S. 75 has established successful partnerships with many community-based organizations, especially with:

- The Ridgewood – Bushwick Parent Coalition
- Hope Gardens Multi Service Center
- YOUTH Link – The Bushwick Geographic Targeting Task Force
- Round Table
- The Virtual Y Program/ YMCA of Greater New York
- Legal Lives – sponsored by the N.Y.C. District Attorney's office; Assistant District Attorney provides weekly classroom instruction to students; students visit a courtroom, engage in a courtroom scenario arranged by the teacher and district attorney, and participate in a radio program on Radio New York—91.5 fm.

In order to improve the success of the students, it is essential to have all parents serve as active agents in their education. Therefore, a variety of activities must continue to be implemented for the upcoming school year to improve parent participation at workshops, meetings and other school activities. The Parent Coordinator, along with the School Administration will continue every effort to include all parents in school activities. We will continue to involve guest speakers, and have our Parent Coordinator address the parents on topics such as health issues (e.g., lead poisoning), parenting skills, how to better help their children with literacy, mathematics, computer education and science. We will also continue providing literacy, ESL, and computer workshops on different levels. Additional workshops in the ARIS parent link are also provided so that parents are aware of the various assessments that relates to their children's progress. As a SWP Title 1 school we will use funds to supplement the regular program to increase parental involvement.

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)	8	18	4	7	5	9								51
Intermediate(I)	3	4	15	9	1	3								35
Advanced (A)	7	1	8	6	9	7								38
Total	18	23	27	22	15	19	0	0	0	0	0	0	0	124

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	6	1	4	5	3	3							
	I	3	15	6	5	3	5							
	A	8	7	17	12	9	11							
	P	0	0	0	4	1	3							
READING/ WRITING	B	8	18	4	6	2	2							
	I	4	5	9	12	2	5							
	A	4	0	4	4	11	12							
	P	0	0	0	4	1	3							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	5	8		15
4	2	3	3		8
5	7	5	2		14
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	1		6		7				14
4	1		5		3				9
5	4		11		0				15
6									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	4		4		6				14
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				
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.

Based on the analysis of the LAB-R, our Kindergarten students scored at the beginner and advanced level. When students take the NYSESLAT the trend shows that more students score at a beginning to intermediate level than at the advanced level. The implication is that the majority of the students are functioning on a Beginners (B) level. Therefore, instruction must be restructured to advance these students to higher levels of achievement. Students' assessment results in the four modalities (listening, speaking, reading and writing) and the patterns across proficiency levels and grades demonstrate that most of our ELLs need assistance in all academic areas especially reading and writing. Content performance data also shows that most of our ELLs need further support and scaffolding in the reading and writing modalities.

Most of the ELLs that tested in grades 3–5 received a level 2–4 in the NYS English Language Arts (ELA) Examination for English Language Learners. Thus, we have focused on each student's needs by carefully looking at each individual and creating a plan for each student. Some need more vocabulary while others need more grammar and mechanics. Others just need to focus on adding more details and organizing their thoughts in a more grade appropriate level.

The NYS Mathematics Examination results for English Language Learners for grades 3–5 showed a wide range of proficiency levels, ranging from levels 2–4. In math, some students need basic computational skills while others need problem solving strategies.

Patterns in the NYS Science Examination results indicate the need for more vocabulary and literature, which incorporates nonfiction literature as well. Thus, we have focused on the students' individual needs by carefully analyzing all instructional plans.

Based on the NYS Social Studies Examination results most ELL students met performance standards. However, these results clearly indicate that students will benefit from the ongoing implementations of map skills, reading charts and enhanced vocabulary skills. The continuous use of DBQs will increase awareness and problem solving skills as students learned about NYS communities and American History. We will continue to concentrate our professional developments efforts with Social Studies.

The Bilingual/ESL teachers looked and analyzed each student and developed a plan with the teacher to better instruct and assist the child. Not only did this analysis help see how the ELLs were performing in the targeted content area, it helped us understand the direction instruction needs to go. As for the implications for the schools' Language Allocation Policy, we learned that our ELLs need:

- Delivery of instruction based on data driven analysis.

- Implementation of small group, task oriented activities to improve listening, speaking, reading and writing skills.
- Small group instruction to expand on computation and problem solving skills using ESL methodologies.
- Teaching materials include adequate classroom libraries, realia, a wide range of print, visual and digital resources designed for ELLs.
- ESL strategies and methodologies utilized throughout the literacy block and content areas on a daily basis.
- Instructional scaffolding strategies to build on their academic and language proficiency.
- Native language is used to support high demand, high challenging areas of instruction. In the lower grades, native language is used in Social Studies, Science, Math and Native Language Arts. As the students develop fluency in English, instructional time in English increases.
- Use of instructional strategies to enhance language development using ESL strategies and the Learning Standards for English as a Second Language.

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.

Part VI: LAP Assurances

School Name: Mayda Cortiello Elementary		School DBN: 32K075	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dr. Yolanda Williams	Principal		
Ms. M. Moncayo	Assistant Principal		
Mr. A. Suarez	Parent Coordinator		
Ms. Valentin-Soto	ESL Teacher		
Mrs. T. Vanderheyden	Parent		
Ms. Roman	Teacher/Subject Area		
Ms. Bermudez	Teacher/Subject Area		
Ms. J. Picket	Coach		
	Coach		
Ms. Nakhla	Guidance Counselor		

School Name: Mayda Cortiello Elementary

School DBN: 32K075

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ms. A. Orlando	Network Leader		
Ms. D. Sosa-Ramos	Other <u>ICT/ESL Teacher</u>		
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **32K412** School Name: **075**

Cluster: **4** Network: **412**

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.

At P.S. 75, the Parent Coordinator conducted a survey to determine the community languages. In addition, he analyzed the home language surveys (HLS) to find out the predominant languages in the school.

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

The Parent Coordinator's findings, after conducting the survey, were that most of our families at P. S. 75 either spoke English or Spanish. After reviewing the schools' HLS, we were able to confirm that the majority of our families speak English or Spanish. We found that we have a large population of Spanish speaking parents in our school who are not fluent enough in English to understand any of the written documentation that is sent home in English. Our findings were reported to our school community via letters, flyers and Parent Association (PA) meetings.

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.

We will use the office of Translation and Interpretation (T&I) for written translation services. The office of T&I always gives a timeframe as to when the documents will be available, which usually takes between three to four business days. Notices that need to be sent home immediately will be translated in-house by one of the persons listed. Thus, we will provide our parents with translated letters not provided by the Department of Education in the form of flyers, notices, permissions slips, consent forms, letters, and school calendars in English and Spanish.

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.

We are planning on providing oral interpretation services not only during ELL and bilingual meetings but also during parent orientation, PA meetings, and parent workshops. Our goal is to reach and meet the needs of all our parents in the community. We want to ensure that everyone at P.S. 75 feels embraced and appreciated regardless of language. We will do everything in our power to diminish all language barriers. We will use administrators, two teachers, educational assistants, school aides, and the parent coordinator to assist with any and all translation needs.

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>.

The school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services by having clear, specific and permanent procedures for providing translation services. Comprehensive translations services ensure that all parents have the opportunity of becoming involved in their child's education. It eliminates language barriers. Thus, it allows parents to be full participants in their child's education.

At P.S. 75 we will provide our parents with translated letters not provided by the Department of Education in the form of flyers, notices, permissions slips, consent forms, letters, and school calendars in English and Spanish all completed by specific teachers and trained interpreters. We provide oral interpretation services not only during ELL and bilingual meetings but also during parent orientation, and PA meetings, in addition to any other function that deems it necessary. Our goal is to reach and meet the needs of all our parents in the

community. We want to ensure that all stakeholders at P.S. 75 feel valued and appreciated regardless of language. We will do everything in our power to diminish language barriers. We will use administrators, teachers, educational assistants, school aides, and the parent coordinator to assist with any and all translation needs.

2012-13 Comprehensive Education Plan (CEP)

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: Mayda Cortiella	DBN: 32K075
Cluster Leader: Christopher Groll	Network Leader: Ada Orlando
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 30 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 2

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:

Rationale:

Student performance during the 2011-2012 school year assessments revealed the need to provide an after school program, for students presently in grades 3-5 receiving ESL services because of their performance on NYSESLAT. Students to be included in this program are students in grade 3-5 that presently receive ESL services. They will be receiving instruction to help improve listening, speaking, reading, writing and mathematics. The students need additional support to meet the Common Core Standards and acquire proficiency on the ELA, Math and NYSESLAT exams.

Subgroups and grade levels of students to be served:

P.S. 75 did not meet the AYP requirements for the ELL strand. Therefore, analyzing data of student's performance including NYS ELA and Math scores, we find it necessary to provide an extended enrichment program for our students.

Students in grade 4 and 5 who are struggling academically and were assessed at level 1 or 2 on the NYS ELA and Math will be able to receive enrichment services. In addition grade 3 students' not meeting grade standards will also be able to receive enrichment services.

Grade	ELA	Math
4	10 students scored 1	6 students scored 1
	6 students scored 2	8 students scored 2
	1 student scored 3	4 students scored 3
5	5 students scored 1	4 students scored 1
	7 students scored 2	7 students scored 2
	0 students 3	2 students scored 3

Schedule and duration:

During the school year 2012-2013, P.S. 75 will implement an ELL After-School Program that meets on Tuesday, Wednesday, from 3:15 - 4:15 p.m. The program will be conducted from November, 2012 until April, 2013.

Part B: Direct Instruction Supplemental Program Information

Language of Instruction:

This is an ESL program and the language of instruction is English. We will focus on all four language skills—listening, speaking, reading and writing. A major emphasis will be given to reading and writing. Students will be conducting various activities through the content areas to meet the Common Core Learning Standards and ESL standards to improve their reading, writing and mathematical skills.

and types of certified teachers:

Types of Materials: The Kaplan program

The Kaplan program is a program that is geared towards listening, speaking, reading and writing skills. Kaplan addresses the content areas to meet the Common Core Learning Standards. A major emphasis will be given to reading and writing. It provides the opportunity for students to receive a mini-lesson, guided practice and independent work.

Part C: Professional Development

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

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

Begin description here: Professional Development is an integral part of our literacy, mathematics and ELL development program at P.S. 75. The teacher is allotted on hour on a monthly basis for professional development. The professional development includes differentiated instruction (Tiered lessons depth of knowledge and UDL), use of data (observational, pre and post assessment) to drive instruction and prepare lessons. The certified ESL teacher, implements ESL strategies and methodologies to meet individual student needs.

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

Part D: Parental Engagement Activities

- how parents will be notified of these activities

Begin description here: It is essential to have all parents serve as active agents in their education. Therefore, a variety of activities must continue to be implemented for the upcoming school year to improve parent participation at workshops. Many parents of the ESL student population do not speak English, Ms. Sosa-Ramos and Ms. Sierra will conduct workshops. Parents will receive letters inviting them to attend workshops in November, January, and March. Workshops include the use of technology in the classroom, strategies, methodologies, and the ELA, Math and NYSESLAT Assessment. Parents will receive valuable working knowledge of ways to support and help their children to achieve success. Workshops will be conducted in both English and Spanish.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		