



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE EMILY DICKINSON SCHOOL

DBN: 03M075

PRINCIPAL: ROBERT K. O'BRIEN

EMAIL: BOBRIEN@SCHOOLS.NYC.GOV

SUPERINTENDENT: ILENE ALTSCHUL

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Robert O'Brien	*Principal or Designee	
Lisa Wilson	*UFT Chapter Leader or Designee	
Gwynne Rivers	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Mariana Souto-Manning	Member/ Parent	
Jennifer Friedman	Member/ Parent	
Katheryn Sprowal	Member/Parent	
Carolina Graham	Member/Parent - Chair	
Eileen Shostack	Member/ Teacher	
Mayra Fernandez	Member/Teacher	
Carmen Llerna	Member/Teacher	

** 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.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

Students will apply mathematical reasoning, knowledge and skills in problem-solving situations and support their solutions using mathematical language and appropriate representations (data). By June 2013, Sixty-five percent of Hispanic Boys in grades 4 and 5 will demonstrate progress in answering extended word problems from goal cycle one to goal cycle three as judged by a previously established rubric and graded through a LASW protocol.

Comprehensive needs assessment

This goal is directly related to the instructional shifts, the citywide expectations (CIE) and the CCLS. NYS and internal school assessment results were used in generating this goal. It also addresses the second recommendation of the 2013 Quality review: *Refine the school's assessment practices so that teachers use ongoing checks for understanding and common assessments to adjust curricula and instructional decisions to meet all students' learning needs. (2.2)*

Instructional strategies/activities

Grade teams are establishing the math curriculum for the year based on the recommended units of study identified in the common core library. Each goal cycle will have a 'bundle-like' extended word problem which will serve as an assessment. On-going professional development and supervision will support teachers in deepening their students' capacity to engage in higher-level mathematical reasoning and represent their thinking in writing. The fourth and fifth grade and Math teacher teams will be responsible for this work. The activities will coincide with the goal cycles and culminate in the third cycle goal analysis (June 2013). The administrators will monitor and support teachers in their efforts.

Strategies to increase parental involvement

- Parents have been made aware of the grade goals and curriculum at 'curriculum morning' and during the PT conferences.

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

- Fair Student Finding (FSF) will be used to support this activity. Vertical and horizontal teacher teams will be responsible for the work. Professional development will be provided by the AUSSIEs and the Assistant Principals.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

Students will demonstrate progress in using evidence to support arguments in informational writing across all subject areas including science and social studies. By June 2013, Sixty-five percent of Hispanic boys in grades 4 and 5 will demonstrate progress in constructing and presenting an argument from goal cycle one to goal cycle three as judged by a previously established rubric and graded through a LASW protocol

Comprehensive needs assessment

This goal is directly related to the instructional shifts, the citywide expectations (CIE) and the CCLS. NYS and internal school assessment results were used in generating this goal. It also addresses the second recommendation of the 2013 Quality review: *Refine the school's assessment practices so that teachers use ongoing checks for understanding and common assessments to adjust curricula and instructional decisions to meet all students' learning needs. (2.2)*

Instructional strategies/activities

Each grade has established UBD units of study to support the ELA CCLS. Within each unit is a 50% division of fiction and informational texts and projected writing assignments designed to deepen the students' capacity to understand and engage in argument. Professional development and supervision by administrators will be designed to support teachers in this work. Teachers will be evaluating student work through a LASW protocol and by using a common rubric.

Strategies to increase parental involvement

Parents have been made aware of the grade goals and curriculum at 'curriculum morning' and during the PT conferences.

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

- Fair Student Finding (FSF) will be used to support this activity. Vertical and horizontal teacher teams will be responsible for the work. Professional development will be provided by the AUSSIEs and the Assistant Principals.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

To improve the proficiency in literacy of boys across sub-groups who have under-performed on the spring ELA. By June 2013, Sixty-five percent of identified boys will improve their scale score on the Spring 2013 ELA (27 of 36 students).

Comprehensive needs assessment

This goal is directly related to the instructional shifts, the citywide expectations (CIE) and the CCLS. NYS and internal school assessment results were used in generating this goal. It also addresses the second recommendation of the 2013 Quality review: *Refine the school's assessment practices so that teachers use ongoing checks for understanding and common assessments to adjust curricula and instructional decisions to meet all students' learning needs. (2.2)*

Instructional strategies/activities

A combination of professional staff and volunteers will craft a tutoring and PBIS program for targeted students designed to raise their proficiency and their academic self esteem. Student attitude to school will be evaluated by a pre and post questionnaire. The guide Me Read and How (*Ontario teachers report on how to improve boys' literacy skills*) will be used as a primary resource for designing professional development and choosing activities.

Strategies to increase parental involvement

- Parents have been informed on an individual basis and are requested to sign their child's reading log each night.

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

- Fair Student Finding (FSF) will be used to support this activity. Teachers and volunteers will support students in a tutorial program to support increased literacy skills.

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	Multi-sensory phonics visualization pre-reading	Small group; tutoring, extended day; one-on-one instruction	During and after school
Mathematics	Reduce difficulty of reading on word problems; re-teaching	Small group; tutoring, extended day; one-on-one instruction	During and after school
Science	Within the context of ELA and math units	Small group; tutoring, extended day; one-on-one instruction	During and after school
Social Studies	Within the context of ELA and math units	Small group; tutoring, extended day; one-on-one instruction	During and after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Social skills groups; individual counseling; PBIS	Individual and group sessions; systems of rewards and consequences	During and after school

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.

The school recruits candidates from the ranks of the student teachers. All teachers are NYS certified. Formal and informal mentoring and professional development supports all new teachers.

**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. Our 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;

Our 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.

- 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

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

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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

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

Principal Robert K. O'Brien	Assistant Principal V.Hunt
Coach None	Coach None
ESL Teacher Miroslava Herranz	Guidance Counselor Lisa Nord/ Luisa Olviedo
Teacher/Subject Area Katherine Baldwin	Parent Dr. Mariana Soto–Manning
Teacher/Subject Area Benelly Peralta	Parent Coordinator Ana Gomez
Related Service Provider Erica Campbell/ Dana Hockenbur	Other Patricia Pion
Network Leader Lucius Young	Other Mayra Fernandez

C. Teacher Qualifications [i](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	16	Number of certified NLA/foreign language teachers	1
Number of content area teachers	0	Number of special education teachers with	4	Number of teachers of ELLs without	0

with bilingual extensions		bilingual extensions		ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	636	Total Number of ELLs	99	ELLs as share of total student population (%)	15.57%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

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

administration in the Spring. These teachers administer the Speaking part individually as per the testing calendar. Then we organize groups of 10 to 12 students on each level or grade to take the other modalities which are reading, writing and listening. The Special education teachers ensure that the ELLs with special needs get their accommodations concerning time and location. The NYSESLAT is administered during the early part of the school day. Ms. Hunt the AP, ensures that testing time is known throughout the school and it is posted in the teachers daily new for testing awareness and inform the staff of any schedule changes. The RLER report is used as a guide in helping us locate the students that must be tested. Exam Histories are checked for students we have questions as are cumulative records.

2. During the month of September and October the ESL teacher and the Parent Coordinator schedule meetings for parents of prospective ELLs. These meetings take place during the first period of the day. During these meetings parents are provided with a description of our Dual Language Program and our Freestanding ESL Program or the option to move their child to another program at another school that provides the language they need. We keep track of students languages and the parents who requests different types of bilingual programs. We are aware that 15 or more students in a given language is enough to open up a classroom for those children and their first language.

3. During the parent orientation meetings, entitlement letters, parent surveys and selection are explained, distributed and collected from parents. The ESL teacher Ms. Herranz, the AP Ms. Hunt and the Parent Coordinator are part of the parent orientation meeting. They sit with parents and answer their questions and set up further appointments when necessary in order to make the parents feel comfortable with their choice and understanding of the programs offered. Letters are copied in the home languages represented in the HLIS. All three program choices; Dual language, ESL or the transfer option, are discussed and explained. Copies of these letters and the surveys are kept in Ms. Herranz' office. The ESL teacher holds an open door policy where parents can return with questions or to drop off surveys and make an appointment to discuss further questions or concerns. If a form is not returned, we call home or schedule to meet parents during dismissal.

4. During the first few weeks of start of school, the ESL teacher, along with the parent coordinator, hold an orientation for parents of children who completed the HLIS form indicating a language other than English at home. During this time parents are informed of their program choice and selection. The ESL teacher meets with parents of identified ELLs who do not pass the LAB-R, to discuss program placement. Most parents are aware of our Dual Language Program and are prepared to make their choice. The orientation is conducted in English and Spanish. For parents who have other languages at home (Chinese, Russian, etc.) brochures in their home language are distributed along with the parent survey and the video is shown in their language of choice if available. We hand score those LAB-R exams to determine which Spanish speaking children require the Spanish LAB.

5. Our ELL population is predominantly Latino. We have a long standing, successful Dual Language Program at our school. Upon reviewing Parent Selection forms, we found that most Latino parents will opt for the DL program as often as the non Latino parents opt for the Freestanding ESL program. Our school is known for its Dual Language program and often times we have parents of children who have passed the LAB-R exam, who wish to place their children in the Dual Language program. Upon reviewing the program selection forms for the past 3 years, the trend is that more than 60% of the Latino population will opt for the Dual Language

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Push-In	1	2	2	1	1	1								8
Total	3	4	4	3	3	3	0	20						

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [?](#)

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

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

C. Home Language Breakdown and ELL Programs

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

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	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									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>123</u>	Number of third language speakers: <u>8</u>	
Ethnic breakdown of EPs (Number):		
African-American: <u>22</u>	Asian: <u>6</u>	Hispanic/Latino: <u>76</u>
Native American: <u>2</u>	White (Non-Hispanic/Latino): <u>57</u>	Other: <u>2</u>

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	11	6	5	4	2								31
Chinese						2								2
Russian		1												1
Bengali														0
Urdu	1		1		1									3
Arabic														0
Haitian	1													1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	1			2									4
TOTAL	6	13	7	5	7	4	0	42						

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1 a. The ESL program services are delivered to students using various models. The ESL teacher pushes in and pulls out. During the push-in model, the ESL teacher collaborates with the classroom teacher and build lessons that use ESL methods, such as scaffolding, using graphic organizer, paraphrasing and phonics. The ESL teacher works with a group of ELLs during the push-in time while the classroom teacher works with the mainstream population. During pull-out, the ESL teacher uses this time to support those students who require more time because they are at the beginner or intermediate level. Small group instruction, in a lab setting, takes place in an ESL classroom. During this time, the ESL teacher works on listening comprehension, editing written work and she conferences with her students to help them understand their work better and feel more confident in their classrooms.

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

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

a. Dual Language teachers meet periodically to plan NLA and ELA instruction for their ELLs. According to their ELL population as per class, teachers create subgroups according to the mandated minutes. Themes and objectives for each subgroup are planned. Book clubs and discussion groups meet during blocked periods of time.

A. Programming and Scheduling Information

The school library is used as a resource when planning for the groups. Dual Language teachers are also a part of an ESL study group that is facilitated by the ESL teacher MS. Herranz. These teachers discuss topics in ESL such as using ESL methods when teaching in the content area and how to develop academic language in their ELLs.

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

In our ESL push-in-pull out program the teacher scaffolds instruction by using graphic organizers and questioning strategies to provide support for the ELLs to develop content area understanding. The ESL teacher focuses specifically on a series of thematic units with the ELLs but they are part of larger grade level units that are extended in the classroom. The materials come from our school library to cover thematic units such as Folktales and Fairytales and non-fiction units such as Biographies and Autobiographies, Animals, Community, and Occupations. These units are supplemented by Starfall.com program and Yahoigans to provide opportunities for ELL students to use technology to support language and content development. The recent iPads that were given to us through the OELLs are also being used to support ELLs with English phonic and vocabulary support, and word games. These thematic units are used specifically to address the linguistic needs of ELLs but are also part of larger grade level units.

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

5. How do you differentiate instruction for ELL subgroups? The teachers in our school are aware of the observation and assessment required before planning lessons that are differentiated enough to reach the different styles of learning in their classrooms. Informally teachers keep track of these different learning styles amongst their students. Teachers are aware of their students NYSESLAT level and the need to create groups that are homogenous by level. When Ms. Herranz, the ESL teacher is pushing into a classroom, she will follow the lead of the classroom teacher and adapt the objectives of the lesson and desired outcomes according to the level and learning style of the group. Students who are at the beginning or intermediate level require more time and one to one interaction when working on an assignment that requires them to work independently. These children also require more teacher guidance while the advanced group can work independently. Differentiated instruction for

A. Programming and Scheduling Information

ELL subgroups involve organizing groups of children by level as well as learning style. While some children can produce a written summary or complete a graphic organizer such as a story map, other children do better if asked to act out, or draw and label pictures that sequence the events of a story they must respond to. Some students require a revised mini lesson that recaps and paraphrases what is being taught so that they are reminded of the important points and have support to meet expectations of the class assignment.

a. Describe your instructional plan for SiFE. The SIFE children who enter our school are placed in the most appropriate learning environment possible. If the child is a Spanish speaking child, we place them in Dual language ICT classes where there are two teachers and instruction is constantly being scaffolded for the various learning needs of students. Within days of placement, we contact our JCC partner, Ms. Gross, who works in placing volunteers in classrooms that have children with a need for one to one tutoring. Our SIFE students are closely accompanied by an adult throughout most of the day. We find volunteers to work with these students in their native language. Ms. Herranz, our ESL teacher, works with these SIFE students every day. They work in the ESL room. The focus is vocabulary, phonemic awareness, handwriting, oral language development and guided reading with pattern books that begin at Fontas and Pinnell level A and slowly move onward with the acquisition of English. Ms. Herranz sticks to a non-fiction unit for the first three months of school in order to provide these students with concrete ideas and models. Differentiated instruction for SIFE students involves pairing the children who learn in the same way. The activities vary depending on the learning style of the child. First the teacher explains that all persons learn in different ways and that each individual has their own speed. Students are taught to accept differences in each other and value each person's unique way of working on finding an answer or response to an activity or lesson. Students are given the choice to respond to a lesson or activity by writing, completing a graphic organizer, drawing or dramatizing and reenacting the main idea. During differentiated instruction, flexible methods of presentation, expression and engagement are thought out by the teacher. These children also participate in extended day and work in small groups to help them catch up with the academic work that is being taught in their classrooms. There is an emphasis on vocabulary building, reading comprehension and learning the basic concepts in math, such as addition, subtraction, multiplication and division.

b. ELLs who have 3 years or less in US schools, participate in rigorous test preparation lessons to prepare them for City Wide exams. These ELLs receive their appropriate ESL mandate minutes and can participate in Early Bird, and other literacy support provisions we have at our school.

c. For ELLs who fall into the 4–6 year category, we target these children as “At Risk” and as service providers to develop challenging goals in order to help these students move up. The ESL teacher reviews their exam history and reaches out to parents to supplement further support at home. Describe your plan to ELLs receiving service 4–6 years.

ELLs receiving services from 4–6 years are monitored closely by Ms. Hunt, our bilingual Assistant Principal. Ms. Hunt keeps track of these student’s exam history and closely monitors their strengths and weaknesses in order to determine where the greatest need is. These students are invited to participate in all test prep programs offered at the school. We have found that most students who fall into these years of service range are students who are not reading and writing on grade level. These students require more direct teaching of strategies that will help them perform better on tests. Specific strategies taught are visualization, rereading, editing, choosing the correct

A. Programming and Scheduling Information

answer through the process of elimination.

d. As an elementary school we have a very small LTE population. The few that we have are often over aged children who have had to repeat a grade in during their elementary grades. Often they are children who have transferred in to our school from another US school. Our long term ELLs receive their mandate minutes by a licensed ESL teacher or a bilingual teacher. They also take part in any academic intervention programs at our school such as Early Bird reading, and in school targetted tutoring. Additionally we will be tracking these children with our data team to ensure there is close communication with the classroom, the ESL teacher and the Language Policy Committee. Teachers plan a unit of study on test prep and the skills needed for test taking. ELLs with Special needs also receive their mandated time and receive services as per IEP thourgh Special Ed. qualified teachers. We also target these children for additional support and invite them to our Title III Test Support Program. They are targeted for tutoring help and support for outside enrichment activities such as Rugby and Chorus program to support conversational langauge and self esteem.

6. All of our Dual language students with disabilities are in ICT classrooms. Ell students with disabilities that are not in our dual langauge program are all placed in ICT classrooms. Teachers of ELLs with disabilities use a variety of strategies to help provide access to academic content areas and accelerate English language development by placing students in small groups during instruction and scaffolding grade level work. Special Education teachers scaffold content area materials by paraphrasing, using graphic organizers, making use of the science lab, utilizing math games from Every Day Math and the use of computers to help research facts and information. English language development is accelerated by the use of book talks, during and after guided reading groups when students turn and talk, or pair share. Teachers provide prompts for students to use when answering or asking questions. The ESL teacher and the Special Ed teacher work closely with these small groups of 4-5 children. Teachers use hands-on activities to make the content tactile and less langauge dependent but also providing an opportunity for the students to learn content and academic vocabulary in context. For example SWD work on hands on experiments in our Science lab with the support of the ESL teacher and the Special Ed teacher to work directly with the plant, rocks, and liquid and solid units. Field trips and realia are a large part of the social studies program, making the content "real life" and providing the students the opportunity to "experience" the concepts. K through second grade classes go on frequent trips around the neighborhood to use real life experiences to supplement the various components of community in social studies. Upper grade students travel to various parts of the city to study countries around the world, Immigration, and Government and its functions.

Additional programs to support Ells-SWDs include a phonics program called Preventing Acadmic Failure that is conducted in groups of no more than 5 children and supported by our AIS teacher. Further Title III monies from last year funded a bilingual F status reading teacher to provide additional guided reading groups for ELLs and ELLs with disabilities. This teacher pushed into classrooms and ran additional guided reading groups for SWD who were ELLs. These groups allowed these students to have guided reading every day and sometimes twice a day. Materials were Fountas and Pinnell leveled books with lots of picture suport. All dual language ICT classrooms have a certified biligual special education teacher who is able to differentiate content.

Additionally all ELLs with disabilities are invited to our targetted intervention programs for ELLs in ELA that is a

A. Programming and Scheduling Information

reading program called Early Bird, which takes place before the start of the school day. Students read one on one with a volunteer from the community. We also have an AIS team (academic intervention team) which sets up time slots to meet with individual students to further work on their literacy needs.

7. Our school meets the diverse needs of ELL–SWD within the least restrictive environment by placing these students in ICT classes that follow the same curricular, and schedule that regular education classes follow. Although our ICT classes have a certified Special Ed teacher teaching alongside with a regular education teacher, these classrooms function as do all classrooms in our school.

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 50% in DL			
Social Studies:	Spanish 50% in DL			
Math:	Spanish 50% in DL			
Science:	Spanish 50% in DL			

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

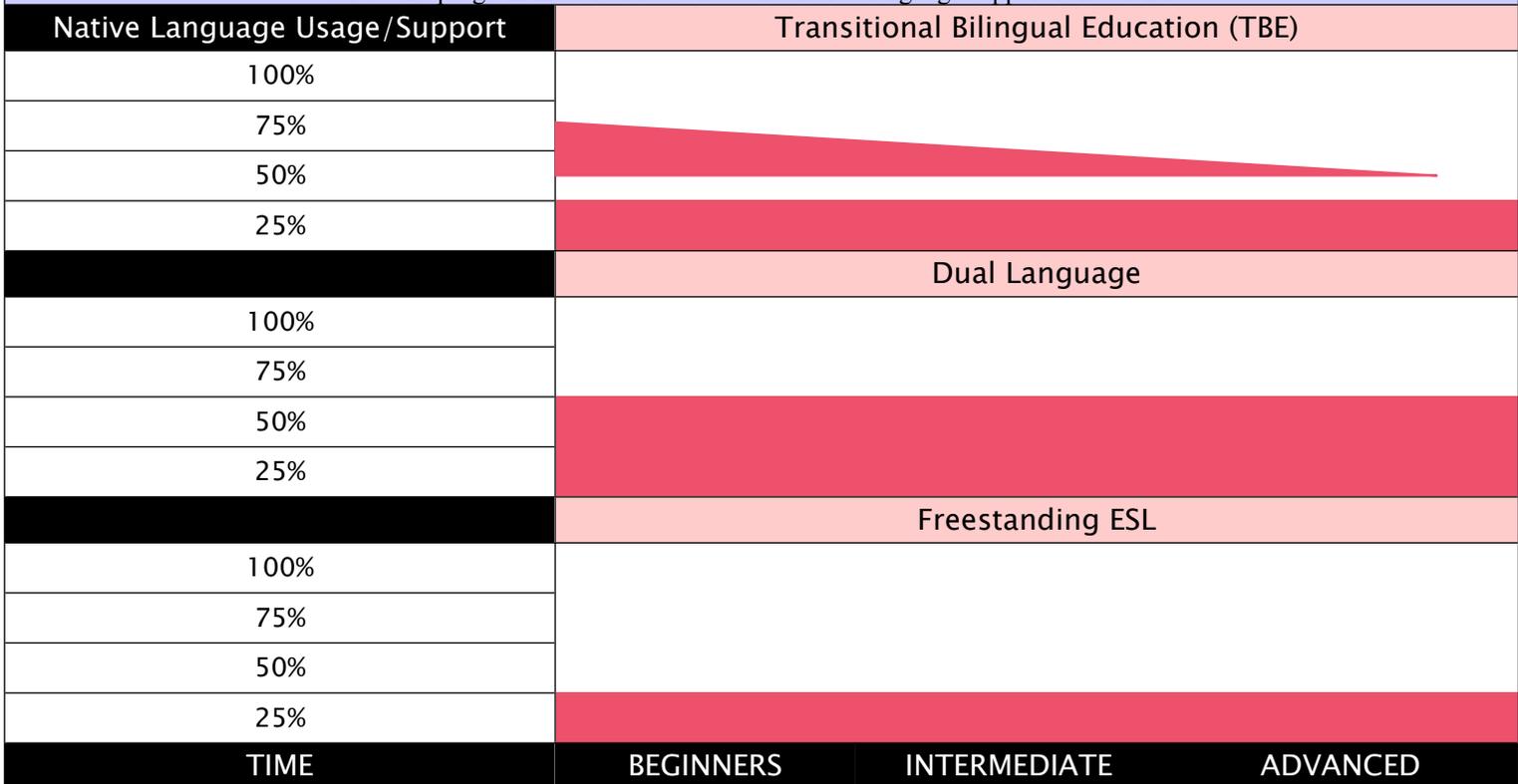
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60–90 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

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

Other intevention supports include in class small group instruction to support reading, writing and math but also Social Studies and Science understanding. Spanish and English materials are used in the DL program. Materials that support langauge development are used in general education classrooms that have ELLS. Tutors are provided to provide one on one support for struggling ELL students throughout the school. Teachers create activities for these ELLS to complete with the tutor that include previewing vocabulary, and reading support to help the ELLS have greater access to the English Text. Title 3 funding supports test prep for all ELLS 3rd –5th grade to support test readiness. This program runs January through May two days a week after school. Lastly, ELL students are invited to Early Bird Reading a program for one on one reading every morning before school. First, second and third graders are invited to either our Teachers College Fellows program for literacy development for ELLs and/or our JCC afterschool program that supports reading fluency. These two programs meet two to three times a week from 2:40 until 5:00. Most of these programs are provided in English, unless the teacher or volunteer involved is bilingual and can provide support in the student's native language when necessary.

9. For the ELLs who have reached proficiency on the NYSESLAT, we provide an ESL club that meets twice a week. This club is facilitated by the ESL teacher and provides academic help in all content areas. We also make sure that these students receive all appropriate test modifications.

10. For the upcoming school year we hope to improve our ESL push in program by encouraging qualified and

experienced teachers to partake in the program and work closely with the ESL teacher.

11. We do not plan on discontinuing any services to ELLs.

12. a. The Parent Coordinator is available at all times to meet with parents to inform them of supplemental services offered at our school. We also send written and translated notices home to all families.

b. All supplemental services in the school are available to ELLs but some are specifically targeted toward ELL development. General afterschool programs include our PTA afterschool program that includes enrichment programs such as chess, tennis, pottery, tap dancing and cooking. PTA afterschool program also includes homework help. We also have the JCC afterschool program targeted for supporting early childhood reading fluency. The program is targeted at different times during the year for 1st, 2nd and 3rd graders. There is a new math enrichment program being developed by the JCC that will begin in mid December. The JCC program is free of cost and run through a partnership between PS 75 and the Jewish Community Center.

Other programs specifically for ELLs include the Teachers College Fellows Program. This targets first and second grade struggling ELLs to work with three graduate students with language development training. The focus specifically on oral language development and implementing language experiences into writing. The program is free for our students and meets Tue, Wed and Thurs 2:40 until 5:00. Spanish and English are used according to the linguistic needs of students. One of the fellows is a fully bilingual Spanish/English speaker.

We also target 3rd, 4th, and 5th grade ELL students for test taking readiness through an afterschool program held afterschool two days a week from Jan. through May. This program is conducted in both Spanish and English and focus on test readiness skills. It is funded through Title Three funds.

This summer we also held a ELL program for students 1st through 5th grade that served more than 70 children. The program focused experiencing the city as a tool for reading and writing and developing deeper academic language through hands on experiences. ELLs with disabilities were supported with Special Education teachers to modify and scaffold curriculum. Third, fourth and fifth graders were given extra support in test readiness. Further there was an institute for ELL parents regarding using internet resources for free activities to do with their children throughout the city, and accessing resources at surrounding universities (Columbia, Barnard, Teachers College, and City College of NY). The program was conducted in Spanish and English and was funded by Title I and Title III funding.

13. To support ELLs we use a variety of instructional materials; classroom libraries, guided reading leveled books, and computer based research projects.

14. Native Language support is delivered through a 50/50 model in the Dual Language classes. Our ESL teacher can provide Native language support to Spanish speaking students. We utilize Pictionary, and phonics instruction where necessary.

15. Required services support and resources correspond to ELL's ages and grade levels.

16. For newly enrolled ELLs, we provide the option of opting for DL program. During the first two weeks of the school year, each grade plans a curriculum morning or a pot luck dinner, inviting parents and children where teachers get to meet and discuss any questions parents may have concerning the academic year.

17. As an elementary school we do not offer any language electives outside of our Dual Language program.

C. Schools with Dual Language Programs

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

1. Our Dual Language Program the 50/50 model. Classrooms are heterogeneous but classroom teachers also group and pair off students as a way to differentiate instruction. All curriculum areas are administered in the language of the day, alternating between English and Spanish. Each room has two libraries, one per language with a variety of levels, and areas of study. Over the past four years, the Dual Language Program has included two Collaborative Team Teaching classes (CTT) that includes bilingual special education students and serves them through an immersion model with general education students. Content area instruction in Math and Social Studies are delivered in both languages. Our school practices the use of content area word walls in both languages.
2. Our EP's and ELLs students are integrated during the entire school day. As a Dual Language school, intergration is built into our school philosophy.
3. Our Dual Language teachers decide on which language to use for instruction depending on the time and the content area being taught. They use the 50/50 English/Spanish language model and all content areas are taught in the language of that time slot.
4. The Dual Language model used at PS 75 is a self-contained model. We have CTT classroom in the Dual Language classes, in grades 3-5.
5. Our certified Dual Language staff teaches Emergent literacy to their Spanish Speaking students by organizing Spanish dominant groups within their classrooms. Guided reading groups take place every day in both languages.

D. Professional Development and Support for School Staff

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

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

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

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

E. Parental Involvement

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

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

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

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

4. Parental involvement activities come directly from the needs that our parent population requests. Our PTA organizes school tours within our school for new parents. Parents are invited to Curriculum mornings which take place during the first period of the day during the month of Septemeber. During this time, parents are invited into the classrooms to become familiar with the teacher and expectations. Parents are constantly being invited into the classrooms for publishing parties or other celebrations. We also had open school week for the week of parent teacher conferences so families could visit the classrooms with their children present to get an idea of what school

is like and the flow of the day.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	4	9	1	3	3	3								23
Intermediate(I)	0	8	6	6	1	4								25
Advanced (A)	7	2	10	5	19	8								51
Total	11	19	17	14	23	15	0	0	0	0	0	0	0	99

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	1			1	2	2							
	I	1	3	1	6	1	1							
	A	1	10	13	5	6	2							
	P	0	5	2	7	14	9							
READING / WRITING	B	2	9	1	2	1	2							
	I	0	8	6	6	1	4							
	A	0	2	10	5	18	7							
	P	0	0	2	0	0	0							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	5	15	2	0	22
4	2	8	5	0	15
5	7	13	0	0	20
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2	2	10	7	1	1			23
4	0	0	5	3	4	1	2		15
5	3	0	11	4	2	2			22
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	2	3	5	4	1	0	15
8									0
NYSAA Bilingual Spe Ed									0

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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)	0	4	9	9	5	10	12	35
Chinese Reading Test								

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

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

Paste response to questions 1–6 here

1. We use Reading Three D in English and Spanish to assess comprehension and reading fluency in K–2. In 3–5th we use Reading Three D for English and The WRAP for Spanish. We also use Preventing Academic Failure (PAF), a research designed program to support reading fluency and decoding skills. All children are administered the PAF proficiency tests in English for grades 1 and 2. In Spanish we use the Estrellita, a researched based Spanish decoding and fluency program. Here we use the proficiency tools to measure Spanish fluency. We find that data from these assessment tools reveals that our ELLs often do not perform at bench mark levels. Consequently we target these children for additional periods of small groups support to build vocabulary and fluency skills in English. These children are also invited to our afterschool "Word Wizard's program" that is twice a week and provides individual tutoring using PAF methods to support reading fluency.
2. The data reveals that the greatest majority of the ELLs in our program remain beginners for no more than two academic years. Children move up a level within two years of entering the system. These are students in both the Dual Language program and the ESL push in and pull out program. LAB–R Data reveals 4 beginners and 8 advanced students in Kindergarten. Along with our Kindergarten population of children tested with the LAB–R, are the older students considered SIFE, who are in 3rd , 4th and 5th grade. This group of children also scored at the Beginner level.
NYSESLAT Data reveals that after the first year in school, oral language increases significantly and students improve on this modality of the test. The next modality they do better in is listening, then reading and last writing. More than three quarters of our ELLs are scoring the lowest in writing. Instructionally, teachers of ELLs in our Dual language and ESL pull out push in program are accomodating this need and teaching specific strategies in writing, such as note taking, drafting, peer editing, and checking for content.
3. As indicated, analysis of the patterns across NYSESLAT results identifies that Writing is the modality where students need the greatest amount of support. Over the past three years, since 2008, we see that our students score the lowest in the Writing Section. As a result, teachers of ELLs from both our general education program and our Dual language program, service providers of bilingual children, and our ESL teacher Ms. Herranz are involved in a ESL teacher team study group focused on ELLS. The focus of this ESL Teacher Team is to consider teaching specific wrtiting strategies and vocabulary to support ELLS. The group is working to teach ELLs how to take notes, use graphic organizers to focus their writing, and strategies to use to support self–editing. The group is working

on creating a variety of lessons to support writing about a main idea, how to write a topic sentence, and write supporting paragraphs and a conclusion with ELLs. Developing vocabulary in context is also discussed. The group is reviewing student work to see how the lessons are being utilized. The work from this ESL teacher team will be turn keyed to all staff through grade level team meetings and at larger staff wide professional development sessions so these strategies can be stressed for ELLs throughout the building.

4.a.(1) Overall most ELL students perform at the level two and three on state exams. Students tend to do a full point better in Math than in ELA. ELL students also perform better on the Science and ELE than on the ELA. As students gain English proficiency they do significantly better on their ELA tests. The few ELL students in 3–5th grade that receive a 1 on state exams are all students that have disabilities, and one student who repeated the grade and is in the process of being evaluated for learning disabilities. These students are also the students that have a hard time moving beyond the advanced level of English proficiency in the upper grades. These students reading comprehension and word attack skills make the standardized Math and ELA exam extra challenging. Students with disabilities that are able to be supported with Spanish in the Dual Language program tend to do better than ELL students with disabilities in our general education program. The lower scores in the NYSELSAT writing modality support difficulty with performance on the ELA and the Math, as answers must be given written explanations.

4a. (2) Students taking their state tests in their native language do seem to perform better. The most interesting level data is that NO ELL children to take the ELE received a one. Overall the majority of ELLs reached proficiency on the ELE, receiving a score in the third and fourth quartile. Rather, the very few children to receive a one on the ELE were native English Speakers. Thus, measuring progress and proficiency in Spanish is an important component of considering ELLs proficiency in Language Arts. The ability to take State Math and Science tests in the native language also supports this.

b. While we as a school have not used the formal ELL Periodic Assessments for the last year, ELL performance on periodic assessments such as Acuity Math and Reading Three D are monitored by classroom teachers, our ESL teacher, our AIS team, and administration. Teachers and administrators go online to monitor and filter performance through Acuity and Aris to measure ELL student performance. Further the Language Allocation Policy Team will be reviewing these measures periodically to support further analysis. The administrative team has planned data review meetings with each teacher for early December where all student periodic progress will be considered, ELL students will be highlighted.

c. (1) We find that the periodic assessments allow us to measure growth more carefully and ensure that measures in specific areas are stressed to support overall student performance. For example periodic data about ELLs is shared with the ESL teacher so she can support particular issues among the ELLs. Reading Three D data reveals that many ELLs need support with comprehension. Thus the ESL teacher can stress this when she works with small groups of ELLs. Further the Dual Language teachers can use this information when grouping students linguistically as well as academically within their classrooms. Using the periodic data also helps administrators identify larger themes across the school and support PD and organizational structures to support further development.

c. (2) Using native language periodic assessments in our dual language program is essential to the nature of the program. We are able to monitor progress in Spanish through Reading three D in Spanish K–2nd grade and we use the WRAP for periodic assessment in Spanish 3–5th grade. In math Acuity is administered in Spanish for those students who request it. Monitoring academic understanding and progress in students' native language in the dual

language program provides an avenue to see these students development as a whole. As less proficient students gain English proficiency, their academic abilities will transfer.

5. a. In our Dual language Program our English proficient students are assessed in Spanish as well as English through ELA assessment of Reading Three D in English and Spanish, Wrap in Spanish, and through inclass assessments in English and Spanish in Math, Social Studies and Science. All students alternate writing assignments in Spanish and English. All students are given the ELE in Spanish in 3rd through 5th grade.

b. On the ELE standardized Spanish Exam, the greastest amount of our students received scores in the highest percentile (76–99). Thirty five of the English proficient students scored in this range. Twelve students scored in the third quartile (51–75), ten students performed in the second quartile (26–50) and five students performed in the bottom quartile. These five students are students from English speaking homes. Many of the highest performing students are students who speak Spanish and English at home or are former ELLs. Thus they continue to improve their native language as they become English proficient.

c. English proficient student continue to show improvement on their State and city Assessments. While over all proficiently level (a three for example) may not move from year to year, analysis of raw score and "year's progress" show significant growth from year to year.

6. We evaluate the success of our programs for ELLs by considering all data both formative and sumative together. It is important for us to look at progress on the NYSESLAT tests to ensure students are gaining English proficiency over time but that students are also progressing with their academic progress though assessments such as Acuity, Reading Three D, Wrap, in school data assessments, and more summative ELA and Math State exams. We find that when students do master English proficiency that their scores in standardized Literacy, Math, and Science also improve. This movement is not always linear and our ELLs must be given the time and exposure to improve. Working carefully to consider student work through grade level inquiry and our ESL Teacher team also ensures that we are pinpointing instruction to support trends of ELLs. Both the ESL Push in– Pull out program and the Dual Language program are monitored by the administration, the LAP Policy Team and ESL Teacher Team to consider successes and areas for improvement. While academic testing data is important, we also monitor parental feedback and student happiness when monitoring the programs. Making our ELLs feel an intergral part of our school community is a critical element in providing a trust and safe environment for ELLs to thrive academically and socially. Looking at all of these factors helps us to support and continue to develop our programs to best support the progress and success of our English Learners.

Additional Information

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

SSPaste additional information here

Part VI: LAP Assurances

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

School DBN:

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Robert O'Brien	Principal		11/28/11
Victoria Hunt	Assistant Principal		11/28/11
Ana Gomez	Parent Coordinator		11/28/11
Milo Herranz	ESL Teacher		11/28/11
Mariana Soto-Manning	Parent		11/28/11
Katherine Baldwin	Teacher/Subject Area		11/28/11
Mayra Fernandez	Teacher/Subject Area		11/28/11
n/a	Coach		11/28/11
n/a	Coach		11/28/11
Lisa Nord	Guidance Counselor		11/28/11
Lucius Young	Network Leader		11/28/11
Patricia Pion	Other <u>Teacher</u>		11/28/11
Benelly Peralta	Other <u>Teacher</u>		11/28/11
Luisa Oviedo	Other <u>Social Worker</u>		11/28/11
Dana Huckenburry	Other <u>speech teacher</u>		11/28/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

Cluster: _____ **Network:** 408

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

Part A: Needs Assessment Findings

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

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

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

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

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

Our findings have been consistent in that we are continuously working with parents and family from households who speak English most of the time, unless they are Latino households where Spanish is spoken. Our oral interpretation needs are easily met because we have a large number of Spanish-English pedagogues and other school staff members who are trained to deal with parents, families and the immediate school community in Spanish. We are fortunate to have had such a consistent group of Spanish speaking families be a part of our school, as siblings and extended members of the family continue to enroll and opt into our dual language program. We find that our language population remains constant due to our Dual Language program which has been at our school for more than 15 years. All school information and announcements are provided in Spanish and English. During our school tours, and parent-principal chats, Spanish translation is provided by Victoria Hunt, Assistant Principal and Ana Gomez, our parent coordinator. Parents with a home language other than Spanish at home are aware that they can meet with Ms. Herranz if they wanted a school announcement or letter translated into their first language. We use the Department of Education's translation service to support these families through sending documents to be translated ahead of time or through their telephone translation service. While we have data on the languages of our ELLs and the many Spanish speaking families we are working to provide translations services for English speaking students who may have family members who speak languages other than English or Spanish. To date all these families have a least one family member who does speak English. But to ensure we are able to speak with ALL family members we are looking collecting further data. Our school community is aware of the languages other than English/Spanish that are present in our school. Ms. Herranz and Ms. Hunt have been conducting a language survey with staff members to find pedagogues to speak one on one with these additional family members. They have shared with staff members that although a small population of languages other than English/Spanish exist, we are interested in providing translation and support in those languages when necessary or requested by a any family member.

Part B: Strategies and Activities

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

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

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

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

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

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

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: Emily Dickinson	DBN: 03M075
Cluster Leader: Christopher Groll	Network Leader: Lucius Young
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" 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: 101
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 7
of certified ESL/Bilingual teachers: 7
of content area teachers:

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The Title III money will fund direct instruction in a two day a week, ESL afterschool test prep program for grades 3-5. ELLs and former ELLs will participate in a 12 week program on Wednesdays and Thursdays. The program begins Wednesday January 16, 2013 and ends Thursday April 11, 2013. We have decided to focus on supplemental instruction for our ELLs in testing grades third to fifth, because we are concerned with their low performance in the writing section of the NYSESLAT and also want to improve their ELA scores. Upon looking at the NYSESLAT modality scores, we see a need for focus on the writing and reading part of the NYSESLAT, which in return will help our Advanced leveled ELLs reach proficiency and also do better on the ELA. The sub group of students to be served are: Fourteen students in the third grade, twelve students in the fourth grade and twelve students in the fifth grade and a group of 9 SIFE and Special Needs students in a mixed grade class. Therefore, we will have one group for third grade, one group for fourth grade, one group for fifth grade and one group for the SIFE students. We are also inviting a handful of former ELLs who will benefit from the program and will help then perform better on the ELA. Students will be invited to a two days a week, after school for an intensive writing/reading program paired with test preparation in reading and some emphasis on listening comprehension. English will be the language of instruction. We are posting the teacher position to include highly qualified teachers of ELLS that will include our ESL teacher, a number of experienced Dual lanauge teachers and at least one Bilingual Special Education Teacher. We hope to include a number of the teachers who worked in our Title I and Title Three Summer School Program. All teahers will be certified and experienced in working with ELLs. The materials used will be surplus FOSS, hands-on materials from our Science LAB, collection leveled non-fiction books and library books that lend themselves to answering questions directly stemming from the reading and also writing facts and making inferences, comparing and contrasting information, and producing well-developed reports on three topics. We will provide students with current Science magazines such as "Time For Kids" and " My Backyard." Students will take pictures of each other during hands on experiments. Once we process the film, these pictures will be used to support writing prompts and presentations. Test practice material will come from teacher made resources and excerpts that come directly from the readings, as well as short passages and old ELA tests prior to 2009. We will also have some materials for supplemental reading such as magazines and electronic aps that can be used on existing IPADS in our school.

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

Part C: Professional Development

Begin description here: Professional development for Title III teachers working the program will come from Dr. Hunt, our bilingual AP who has an extensive background in working with ELLs and Ms. Herranz, a veteran ESL teacher with over 19 years of experience working with ELLs and a Dual Language teacher with a Special Education background and degree. Teachers will work together in developing an 12 week writing and reading curriculum for the program. We will consider the work of Swinney and Valasco (2011) and Celic (2010) to create language scaffolding techniques to promote writing fluency, tier II vocabulary, and better comprehension for higher level reading. There will be a total of 10 hours of professional development for teachers participating in the program. We will spend 1.5 hours over 4 days afterschool, preparing and planning before the program begins. We will look specifically at the needs of the children by analyzing their inclass work and assessment data. We will take time to consider the professional literature as we create a curriculum that will extend the existing writing/reading units for each grade and supplement them with Scienced based learning activities to build vocabulary, fluency, and reading comprehension. As we develop these units of study, teachers will share them within the 3rd, 4th and 5th grade level teams, as well as the ELL inquiry team. By sharing these units we aim to disseminate and strengthen language aquisition strategies for ELL students during the regular school day in grades 3-5. We will have an additional hour of professional development time, on four separate days throughout the program to look at students writing, to measure progress and address gaps in their performance. These will occur on days that the children are not staying afterschool. We are also inviting three Dual Language teachers will also participate in an after school planning, writing language goals for the Common Core Literacy Unit

Part D: Parental Engagement Activities

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

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

Begin description here: The parent engagement activities will involve inviting the parents of students participating in the program to visit the classrooms while lessons are taking place. Parents will receive their invitation at the same time students receive thiers. We will encourage parents to visit the classrooms and sit with their child and share a reading experience with guided discussion questions. We will encourage our parents to continue working at home with their child and provide guidance and support to parents on topics such as : 1) Discusssing that week's topic and vocabulary that may pose as a chanlleng. 2) Listening to a list of facts or a report by their child. 3) Listening to your child's writing as an active listener and providing positive feedback. We will invite parents to two 90 minute workshops to discuss ways parents can support their children's performance on the NYSELSAT, the ELA and other city wide exams.

Part E: Budget

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

Allocation Amount: \$11432

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 	Student program: $\$50.19 \text{ per hr} \times 4 \text{ tchr} \times 36\text{hr} \{3 \text{ hours/wk for 12 weeks}\} = \7227.36 Professional Development $\$50.19 \text{ per hr} \times 10 \text{ hrs} \times 4 \text{ tchr} = \2007.60 $\$52.52\text{per hr} \times 12 \text{ hrs} \times 1 \text{ admin} = \630.24 Parent workshopsTeacher Preparation $\$50.19 \text{ per hour} \times 2 \text{ hrs} \times 2 \text{ tchrs} = \200.76 Admin Preparations $\$52.52 \text{ per hour} \times 2 \text{ hours} \times 1 \text{ admin} = \105.04 Actual workshops $\$50.19 \text{ per hour} \times 2 \text{ workshops} \times 1.5 \text{ hrs} \times 2 \text{ teachers} = \301.14 $\$52.52 \text{ per hour} \times 2 \text{ workshops} \times 1.5 \text{ hrs} \times 1 \text{ admin} = \157.56 Dual Language 12 hrs of PD, creating language goals for Common Core units. Total in per session = \$602.28	Teachers
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials	\$200	Educational Science magazines and

Part E: Budget

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

Allocation Amount: \$11432

<ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		film processing
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$11432	