



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: P.S. 75

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): **08X075**

PRINCIPAL: MARINES ARRIETA-CRUZ

EMAIL: MARRIET@SCHOOLS.NYC.GOV

SUPERINTENDENT: **MR. TIMOTHY BEHR**

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Ms. Arrieta-Cruz	*Principal or Designee	
Ms. Carol Ehrenpreis	*UFT Chapter Leader or Designee	
Ms. Valerie Castillo	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Dorothy Evans	Co-Chairperson/Member/UFT	
Sharin Tirado	Co-Chairperson/Member/UFT	
Vanessa Veal	Member/UFT	
Glory Gomez	Member/Parent	
Valerie Ramos	Member/Parent	
Selina Serrano	Member/Parent	
Josephine Sheffield	Member/Parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- **ELA: (1)** By June 2013 all students will demonstrate progress towards achieving state standards as evidenced by a 3-4% increase in students scoring at level 3 and 4 on the New York State ELA assessment.

Comprehensive needs assessment

- Based on the 2011 new scale scores approved by the Board of Regents, our school's data as compared to previous years will appear as having dropped significantly even though our school has made steady gains in the past 3 years. This decline in performance is due to the change in the requirements to achieve higher proficiency ratings per level. However, assessment results of spring 2012 reveal an increase of level 3 and 4s by 3.7% in the all student group.
- Our 2011 (most recent disaggregated data shows four out of six subgroups made Adequate Yearly Progress (AYP). The Students with Disabilities (SWD) and the Limited English Proficient (LEP) subgroups did not make AYP in ELA. Additional instructional support in ELA remains a top priority for all of our students. Thus, the progress of the SWDs and LEP student groups will be carefully monitored through the analysis of data from ARIS, the Progress Report and shared inquiry work.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups:**
 - After school programs will provide additional instructional time for ELL students.
 - LRE will be provided to SWDs who will benefit from programs such as ICT.
 - The school is providing appropriate services for those students in greatest need of improvement by providing Response to Intervention. ELL and SWDs are included in our RTI program and will receive small group instruction from RTI and ESL teachers, coaches, consultants and other support personnel.
 - A Literacy Teacher will focus on teaching writing through reading using specific differentiated instruction for our SWD and ELL students.
 - ESL teachers will provide additional RTI and ELA instruction to our ELL students in testing and non-testing grades.
 - Data is analyzed and students are identified to form instructional groups. Groups are reorganized as new data is analyzed.
 - SMART Boards and technology are utilized in most classrooms to address the learning styles and needs of our student population.
 - Reading instruction will be provided to students in grades Kindergarten to 5th grade by teachers using the Journeys Reading Program.
 - Our early childhood grades (K-2) will also utilize Journeys to build a strong foundation in literacy including phonics, phonemic awareness, decoding and comprehension. The goal is for students in grades K-2 to learn how to read fluently and with comprehension before they get to third grade.
 - Pre-Kindergarten utilizes SPLASH, a cross curriculum program that helps build a strong foundation in phonics, phonemic awareness, decoding, real world connections and number sense.
 - Coaches in conjunction with network consultants, will provide on-site support. The feedback received will be used to make instructional decisions and form groups.
 - RTI will be provided to students at-risk of not mastering the early childhood standards as evidenced by teacher assessments and ECLAS-2 data.
 - We will analyze our second grade student data in order to determine alignment to state assessments and standards.
 - Our second grade students will take EPAL, ECLAS, English Language Arts baseline and end-term assessments to determine their progress.
 - b) Key personnel and other resources used to implement these strategies/activities:**
 - Professional Development is an integral part of our school program and provides opportunities for teachers to learn best practices.
 - On site Coaches, peer provided workshops and Instructional Specialist from the Network (CEI) will provide PD in the areas of literacy including: analyzing student data, comprehension strategies, differentiation, goal setting, collaborative team teaching, aligning of the Common Core Learning

Standards, implementation of the Journeys reading program as well as continuing our focus on the writing workshops.

- Opportunities for collaboration and inter-visitations will be provided. On-site coaches will coordinate PD opportunities, provide support in the form of demo lessons, meeting with teachers during common planning periods, schedule for consultant visits based on teachers' professional needs and conduct debriefing sessions.
 - Common preparation periods and Collaborative team meetings will provide opportunities for professional development, planning, data analysis, inquiry team studies, reflective inquiry, common core learning standards and study groups.
 - A Data Specialist to compile all data from test simulations, interim assessments and other formal and informal assessments.
 - Intervention teachers will utilize a computer based program for students in grades 3 who are approaching the standards.
 - Intervention Teachers and other support staff provide push-in/pull-out RTI Services to small groups of students deemed at risk.
 - An ESL Teacher provides additional small group instruction in test preparation and ELA skills to our ELL students.
 - Parent Coordinator coordinates parent workshops and activities.
- c) **steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,**
- Teachers in grades Pre K-5 have daily common preparation periods. Common preparation periods and Collaborative team meetings will provide opportunities for teachers to make instructional decisions based on data analysis, utilizing inquiry team studies, reflective inquiry, common core learning standards and study groups.
 - All staff members will select two students, identify his/her strengths, weaknesses and create an individualized intervention plan. These students will be presented during shared inquiry meetings. Data will be analyzed in order to make instructional decisions regarding the use of academic assessments.
 - Teachers will be asked to share case study students and how they are following the progress of these students based on multiple data sources.
 - Students will take Acuity predictors and ELA simulations three times a year.
 - Students' progress will be monitored monthly in a shared inquiry format where teachers will share instructional strategies and activities to meet the individual needs of the specific student.

The following is a timeline for evaluation of assessment results and revision of instructional practices based on these results :

- **Initial indicator September 2012:** Students in grades 3-5 will take a simulation assessment as a baseline indicator. Student goals will be created based on these assessments, results from the 2011-2012 ELA state assessment will also be utilized for students in grades 4 and 5. These goals are set to show one year's progress from the 2012 ELA results. K-2 students will set benchmarks based on the Early Childhood Literacy Standards and the ECLAS assessments
- **Midterm:** Teachers will be asked to share case study students and how they are following the progress of the students based on multiple data sources. Students will take Acuity predictors and ELA simulations. Goals are set to 75-85% correct responses in the multiple choice section of these assessments.

Strategies to increase parental involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

- Parent members will be included in the School Leadership Team and participate in all monthly meetings. During these meetings programs, materials and school initiatives will be discussed, evaluated and planned.
- In the fall a meeting will be scheduled where all parents will be informed of all programs funded through Title I.
- Parents will be informed of their children's progress toward achieving State and City standards and will be encouraged to meet with teachers to discuss ways in which they can assist their children.
- PS 75 will provide parents with many opportunities to participate in several workshops aimed at providing information and

strategies in content areas, parenting skills and social issues.

- PS 75 will provide parents with classes aimed at improving their own academic skills in order to facilitate their efforts in enhancing their children's education at home.
- P.S. 75 will be a site for the Department of Education Adult Education Program which will offer evening classes during the week.
- P.S. will offer ESL classes to parents on Saturdays from February to June, 2013.
- Parents will be provided with information regarding available programs in a timely manner.
- Parent communications will be available in Spanish and translations in other languages will be provided as needed.
- The Parent Compact will be developed in collaboration with parents and will be distributed to the PS 75 community in order to strengthen parental participation in our students' education.

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.

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

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Math Staff Developer is funded by Title I

IEP Teacher is funded by TLRS

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

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

City Year Volunteers are funded by Tax Levy One Time Allocation

Assistant Principals are funded through TLFSF

Consultants are funded by Title 1

ESL teacher is funded by Contract for Excellence

Literacy Teacher funded by TLFSF and UPK

AIS teachers funded by Title 1

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

Math: (2) By June 2013 all students will demonstrate progress towards achieving state standards as evidenced by a 3-4% increase in students scoring at level 3 and 4 on the New York State Mathematics assessment.

Comprehensive needs assessment

- Based on the new scale scores approved by the Board of Regents in 2011, our school's data as compared to previous years will appear as having dropped significantly. This decline in performance is due to the change in the requirements to achieve a higher proficiency rating per level. However, assessment results of Spring 2012 reveal an increase of levels 3 and 4 by 4% in the all student group.

- Our 2011 data, (most recent disaggregated data available) shows five out of six subgroups made Adequate Yearly Progress (AYP). The Students with Disabilities (SWD) subgroup did not make AYP in Math. Additional instructional support in Math remains a top priority for all of our students. Thus, the progress of the SWDs and LEP student groups will be carefully monitored through the analysis of data from ARIS, and the Progress Report.

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

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

- LRE will be provided to SWD who will benefit from programs such as ICT.
- The school is providing appropriate services for those students in greatest need of improvement by providing academic intervention services. ELL and SWDs are included in our AIS program and will receive small group instruction from AIS and ESL teachers, coaches and other support personnel.
- ESL teacher will provide additional AIS and math instruction to our ELL students in testing and non-testing grades.
- Data is analyzed and students are identified to form groups. Groups are reorganized as new data is analyzed.
- SMART Boards and technology are utilized in most classrooms to address the learning styles and needs of our student population.
- Our early childhood grades will utilize the Math in Focus program to build a strong foundation in mathematics. The goal is for students in grades K-2 to learn basic math and problem solving skills before they get to the third grade.
- The Math Staff Developer in conjunction with the Houghton Mifflin Consultant and a network math consultant will provide on-site support and feedback on the implementation and utilization of the math program, Common Core Learning Standards and grouping.
- AIS will be provided to students at-risk of not mastering the early childhood standards as evidenced by teacher assessments, weekly tests, simulation exams and Acuity Assessments.
- We will begin to review our second grade student data in order to determine alignment to state assessments and standards.
- Our students in grades K-2 will take mathematics baseline assessments, mid-year and end-term assessments to determine their progress
- Students in grades 3-5 will take simulation and Acuity exams to assess their progress.

b) key personnel and other resources used to implement these strategies/activities,

- Professional Development is an integral part of our school program and provides opportunities for teachers to learn best practices
- On site Math Staff Developer, consultants from Houghton Mifflin, and network consultants will provide PD in the areas of mathematics including: goal setting, collaborative team teaching, aligning of the new Common Core Learning Standards, implementation and utilization of the Math in Focus program.
- Opportunities for collaboration and inter-visitations will be provided.
- Math Staff Developer will coordinate PD opportunities, provide support in the form of demo lessons, meeting with teachers during common

planning, schedule consultant visits based on teachers' professional needs and conduct debriefing sessions.

- Common preparation periods will provide opportunities for professional development, planning, data analysis, common core learning standards and study groups.
- A Data Specialist to compile all data from test simulations, interim assessments and other formal and informal assessments.
- AIS providers and other support staff provide push-in/pull-out Academic Intervention Services to small groups of students in grades 2-5 deemed at risk.
- ESL Teacher provide additional small group instruction in test preparation and math skills to our ELL students.
- Parent Coordinator coordinates parent workshops and activities.
- In addition teachers will have an opportunity to self evaluate their teaching practice utilizing the Santa Cruz Professional Teaching Standards.

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

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

c) timeline for implementation.

- **Initial indicator September 2012:** Students in grades 1-5 will take a Math In Focus baseline assessment. Student goals will be created based on these assessments, results from the 2011-2012 Math state assessment will also be utilized for students in grades 4 and 5. These goals are set to show one year's progress from the 2012 Math results. K-2 students will set benchmarks based on the Early Childhood Math Standards.
- **Midterm:** Students will take Acuity predictors and Math simulations. Goals are set to 75-85% correct responses in the multiple choice section of the assessments.
- **End-Term:** Reevaluation of the process of using multiple data sources to evaluate the students in their case studies. Evaluation of student actual performance and goals set in the fall. Goal setting will be adjusted and determined for September. Additionally, AIS groups will be determined in June based on actual student performance on the NYS assessment. In addition, teachers will have an opportunity to self evaluate their teaching practice utilizing the Santa Cruz Professional Teaching Standards.

Strategies to increase parental involvement

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

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

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Math Staff Developer is funded by Title I

IEP Teachers is funded by TLRS

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

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

City Year Volunteers are funded by Tax Levy One Time Allocation

Assistant Principals are funded through TLFSF

Consultants are funded by Title 1

ESL teacher is funded by Contract for Excellence

Literacy Teacher funded by TLFSF and UPK

AIS teachers funded by Title 1

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- **CCLS:** By June 2013 each grade will produce eight thematic units with accompanying tasks, in Literacy and Math, that are aligned to the Common Core Learning Standards and NYCs Instructional Expectations

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

In 2011 four out of six subgroups made Adequate Yearly Progress (AYP) in ELA. The Students with Disabilities (SWD) and the Limited English Proficient (LEP) subgroups did not made AYP in ELA. Additional instructional support in ELA remains a top priority for all of our students. Thus, the progress of the SWDs and LEP student groups will be carefully monitored through the analysis of data from ARIS, the Progress Report and shared inquiry work.

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

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

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - Teacher teams will create eight units of study including lesson plans, assessments and rubrics for ELA and Mathematics.
 - Our ELA and Mathematics program will be aligned to the CCLS
 - Bulletin Boards will include student work resulting from these CCLS units.
 - SMART Boards and technology are utilized in most classrooms to address the learning styles and needs of our student population.
 - b) key personnel and other resources used to implement these strategies/activities,
 - Professional Development is an integral part of our school program and provides opportunities for teachers to learn best practices.
 - On site Math Staff Developer, literacy coach, consultants from Houghton Mifflin, and Instructional Specialist from the Network (CEI) will provide PD in the areas of aligning the Mathematics and literacy program and the CCLS.
 - Literacy Coach and Math Staff Developer will meet with teachers during common planning meetings, prepare schedules for consultant visits based on teachers' professional needs and conduct debriefing sessions.
 - Opportunities for collaboration and inter-visitations will be provided.
 - Common preparation periods and Collaborative team meetings will provide opportunities for professional development, planning, data analysis, inquiry team studies, reflective inquiry, common core learning standards and study groups.
 - A Data Specialist to compile all data from test simulations, interim assessments and other formal and informal assessments.
 - In addition teachers will have an opportunity to self evaluate their teaching practice utilizing the Santa Cruz Professional Teaching Standards
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - Teachers in grades K-5 have daily common preparation periods.
 - Common preparation periods and Collaborative team meetings will provide opportunities for teachers to make instructional decisions based on

data analysis, utilizing inquiry team studies, reflective inquiry, common core learning standards and study groups.

d) timeline for implementation.

September	Citywide Instructional Expectations Introduction to tasks, and other matters related to Common Core Learning Standards (ELA & Math)	During Professional Development Day
Ongoing	Continue working on task development	During Common Planning
Ongoing	Expose students to task/complete tasks	Class time
March	Show tasks to parents Parent/Teacher Conferences	Bulletin Boards in classrooms/ student portfolios
April/May/June	Revisit tasks and evaluate the task/student work Make revisions	During Common Planning

Strategies to increase parental involvement

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 - Parent members will be included in the School Leadership Team and participate in all monthly meetings. During these meetings programs, materials and school initiatives will be discussed, evaluated and planned.
 - In the fall a meeting will be scheduled where parents will be informed of all programs funded through Title I.
 - Parents will be informed of their children's progress toward achieving State and City standards and will be encouraged to meet with teachers to discuss ways in which they can assist their children.
 - PS 75 will provide parents with many opportunities to participate in several workshops aimed at providing information and strategies in content areas, parenting skills and social issues.
 - PS 75 will provide parents with classes aimed at improving their own academic skills in order to facilitate their efforts in enhancing their children's education at home.
 - Parent communications will be available in Spanish and translations in other languages will be provided.
 - The Parent Compact will be developed in collaboration with parents will be distributed to the PS 75 community in order to strength parental participation in our students education.

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.

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

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Math Staff Developer is funded by Title I

IEP Teacher is funded by TLRS

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

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Consultants are funded by Title 1

ESL teacher is funded by Contract for Excellence

Literacy Teacher funded by TLFSF and UPK

AIS teachers funded by Title 1

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	Skill and Strategies, Guided Reading Guided Writing Repeated Reading Use of Graphic Organizers	Small Group Instruction: Push in and Pull Out	During the school day and extended day
Mathematics	Skills and strategies Deconstruction of word problems. Reinforcing Number Sense and Operations	Small Group Instruction: Push in and Pull Out	During the school day and extended day
Science	Skill and Strategies, Guided Reading Guided Writing Repeated Reading	Small Group Instruction: Push in and Pull Out	During the school day and extended day
Social Studies	Skill and Strategies, Guided Reading Guided Writing Repeated Reading	Small Group Instruction: Push in and Pull Out	During the school day and extended day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling by Social Worker and Counselor	Small group, pull-out, one to one	During the school day

HIGHLY QUALIFIED TEACHERS (HQT)

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

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

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

**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)

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.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

Our school will further encourage school-level parental involvement by:

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

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

SCHOOL-PARENT COMPACT

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 [?](#).

Part I: School ELL Profile

A. School Information [?](#)

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

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

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

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	615	Total Number of ELLs	127	ELLs as share of total student population (%)	20.65%
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Part II: ELL Identification Process

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

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

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

Once eligibility is determined, the LAB-R is given within 10 days upon registration. For Spanish-speaking ELLs, the Spanish LAB-R is given. The results on the LAB-R will determine the following: 1) a student who speaks little or no English will be placed in a beginner category for ELLs; 2) students who are transferring from another school will many times already have results from the LAB-R. Eligible students who are transferring from a private or school outside of New York will have to be administered the LAB-R; 3) students who are eligible for bilingual education or whose parent selection is for a bilingual program are often referred to a nearby bilingual school. In addition, P.S. 75 administrators and ESL coordinator begin an outreach process (phone calls and school letters) to inform parents who have previously chosen a TBE/DL program when the program become available.

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

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. ①

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE									0	
Dual Language									0	
ESL	75	3	7	37	0	3	2	0	0	114
Total	75	3	7	37	0	3	2	0	0	114

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

C. Home Language Breakdown and ELL Programs

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

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

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Hispanic/Latino: ____	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	16	17	17	14	19	18								101
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic				1	1	1								3
Haitian														0
French	1		2	1	1									5
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	17	17	19	16	21	19	0	0	0	0	0	0	0	109

Part IV: ELL Programming

A. Programming and Scheduling Information

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

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

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

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

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

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

A. Programming and Scheduling Information

instruction in order to meet the varying needs of the ELL's population.

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

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

ELL Demographics

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

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

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

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

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

At P.S. 75, there are nine ESL and/or Biligual certified teachers. The ESL classes consist of beginning, intermediate and advance English proficient level students. Students in the beginning and intermediate level of English of proficiency receive weekly 8 periods (360 minutes) of instruction in ESL and 17 periods (850 minutes) of instruction in ESL through ELA, Math, Science and Social Studies. Advanced students receive 4 periods (180 minutes) of instruction in ESL, 4 periods (180 minutes) of instruction in ELA and 17 periods (850 minutes) of instruction in Math, Science and Social Studies. The same is applicable to the special education students respectively.

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

ELL students receiving services 4-6 years and the Long-Term ELLs who are experiencing a low proficiency level in the second language

A. Programming and Scheduling Information

(based on the NYSESLAT, ELA Simulation Tests and ELL Interim Assessments) and have not made progress in the second language may be recommended for At-Risk Academic Intervention Services and receive the following academic intervention services (AIS):

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

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

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

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

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

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

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:

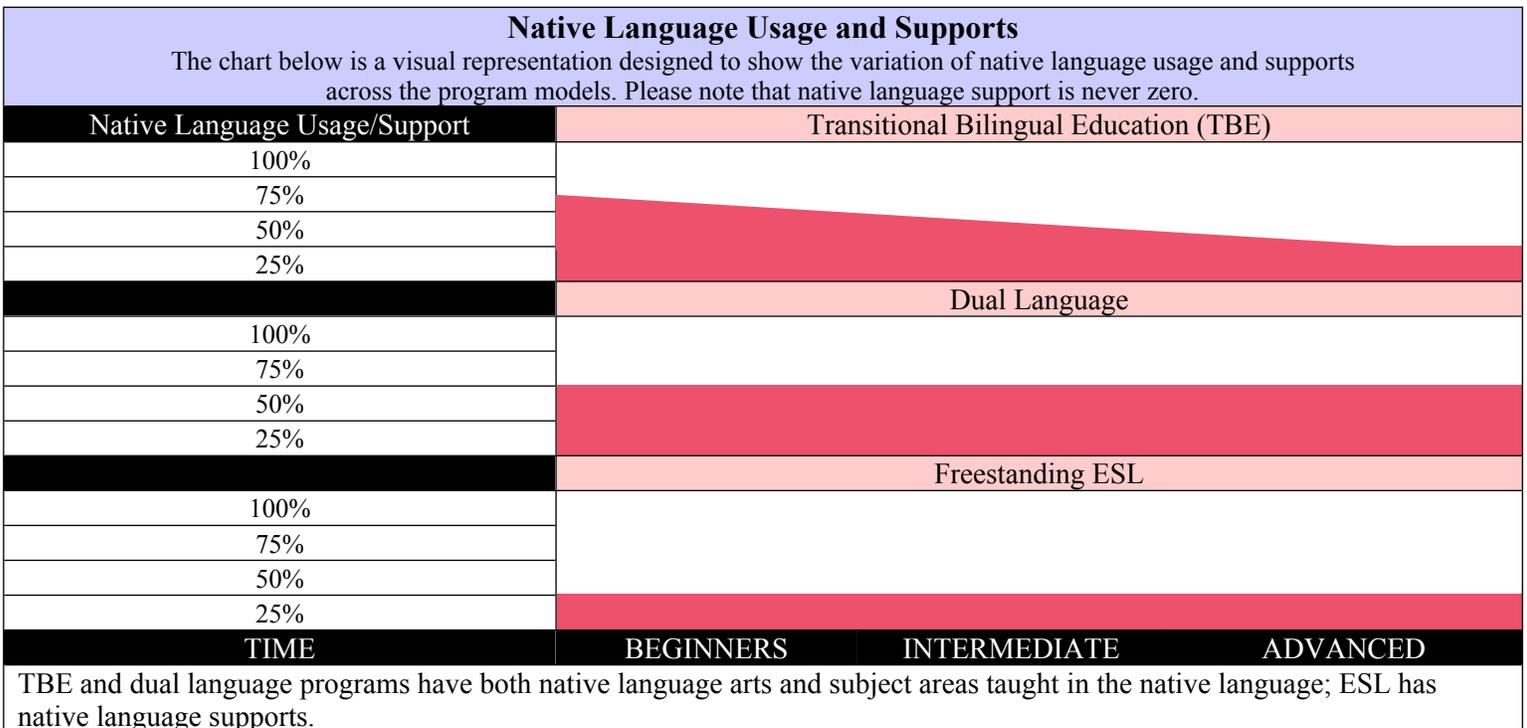
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction				
Native Language Arts	N/A				
Social Studies:	English				

Math:	English
Science:	English

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

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



B. Programming and Scheduling Information--Continued

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

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

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

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

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

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

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

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

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

newcomers.

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

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

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

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

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

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

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

strongly recommends ESL Freestanding Push-in and Self-Contained Programs.

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

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

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

Upon examining the grade 3-5 New York State ELA (Spring 2011) test, the following results are illustrated for grade 3 ELLs: 9% scored levels 3-4; 56% level 2 and 35% scored level 1. In grade 4; 20% scored levels 3-4; 45% level 2 and 35% levels 1. In grade 5; 6% scored levels 3-4; 31% level 2 and 63% scored level 1. The implications are for ELLs and instructors of ELLs to continue to use instructional time blocks, on-going professional development to teach effective reading/writing practices, Journeys, Comprehension Strategies, Junior Great Books, Chapter books, funded pull-out ELA teachers, and small group instruction.

Upon examining the grade 3-5 New York State Math (Spring 2011) test, the following results are illustrated for grade 3 ELLs: 25% scored levels 3; 54% level 2 and 21% scored levels 1. In grade 4; 48% scored levels 3; 38% level 2 and 14% level 1. In grade 5; 35% scored levels 3-4; 50% level 2 and 15% scored level 1. The implications are for ELLs and instructors of ELLs to continue to use instructional time blocks, on-going professional development to teach effective math practices, Princeton Review, Math in Focus, Everyday Math and Impact Math Assessment, funded pull-out math teachers, and small group instruction.

Upon examining the grade 4th New York State Science (Spring 2011) Assessment, the following results are illustrated for grade 4 ELLs: 82% scored levels 3-4; 33% level 2 and 5% level 1. The implications are for ELLs and instructors of ELLs to continue to use instructional time blocks, on-going professional development to teach effective science practices and hands-on activities, teacher made assessments, and small group instruction. Students have the opportunity enhance their abilities and knowledge in science through Science Fairs projects. Academic Intervention Service is provided to our ELL population. These students receive explicit instruction by the teacher. Advanced students are also given the opportunity to be involved in our academic enrichment extended day program. Long-term ELLs, Holdovers and students are at-risk will also receive special instruction by the ESL teacher. The AIS program is specially designed in collaboration with the ESL coordinators and the school Administrators. These students are serviced during the day and after school. The program provides basic instruction in English which includes basic content areas skills in an effort to help students make progress into their academic studies. We have also included newcomer students in our before/after school academic programs as well as providing additional AIS to these students.

After School Program

After school program is available to all ESL students in grades 3-5. This program is instructed by license Bil/ESL teachers. The goal of this program is to provide additional support with ESL, Reading and Writing. The instructional material being utilized for our ESL After School program is Focus Forward by Rigby. This intensive intervention program has been developed based on scientific research in reading and writing and has been used in a standards based curriculum. The program is aligned with New York State standards and will provide opportunities to enhance and differentiate the ESL program. It augments the ESL and can support a balanced literacy program. The program began in October of 2011 for two hours daily two days a week (Monday and Wednesday) (3-5PM). The program will end in May of 2012. The program employed ESL/Writing teachers. The primary language of instruction is English.

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

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

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

For the upcoming school year, we will continue developing and enhancing the programs for ELLs that we already had established in our school. Therefore, none of the programs will be discontinued. At the present time, we do not have in place activities in our school to assist newly enrolled ELL students before the beginning of the school year and there are not language elctivities offered to ELL students.

Extended Day Program

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

After School Program

After school program is available to all ESL students in grades 3-5. This program is instructed by license Bil/ESL teachers. The goal of this program is to provide additional support with ESL, Reading and Writing. The instructional material being utilized for our ESL After School program is Focus Forward by Rigby which correspond to ELLs age and grade levels. This intensive intervention program has been developed based on scientific research in reading and writing and has been used in a standards based curriculum. The program is aligned with New York State standards and will provide opportunities to enhance and differentiate the ESL program. It augments the ESL and can support a balanced literacy program. The program began in October of 2011 for two hours daily two days a week (Monday and Wednesday) (3-5PM). The program will end in May of 2012. The program employed ESL/Writing teachers. The primary language of instruction is English.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

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

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

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

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

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

E. Parental Involvement

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

Parent/community involvement

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

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

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

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

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	13	8	7	1	0	6								35
Intermediate(I)		5	4	11	9	6								35
Advanced (A)	4	4	8	4	12	7								39
Total	17	17	19	16	21	19	0	0	0	0	0	0	0	109

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0	0	0	0	0	0	0	0	0
4	4	0	7	0	4	0	0	0	15
5	3	0	5	0	10	0	0	0	18
6									0
7									0
8									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	7	0	6	0	5	0	18
8									0
NYSAA Bilingual Spe Ed									0

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

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
Chinese Reading Test								

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

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

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

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

Upon examining the LAB-R - Fall 2011, students in grades K through five achieved at higher English proficiency levels in the speaking modality of the exam. Students scored lower in the reading and writing modalities. It is evident that rigorous instruction in Reading and Writing is a necessary improvement in order to make meaningful gains in English language proficiency. These results drive instruction and remediation. This is necessary in order to move our students and ultimately help them to reach the proficiency levels needed to exit the program. The implications are for ELLs and instructors of ELLs to continue to use the Workshop Model which follows all the balanced literacy components to develop the language skills and fluency of our ELL's population. In addition to the Model, we incorporate audio/visuals, listening centers, big books, charts, graphic organizers, and manipulatives. Teaching strategies used to meet the different needs of our ELL students are: modeling, total physical response, repetition, hands-on instruction, small group instruction, and individual instruction and pairing.

Upon examining the grade 3-5 New York State ELA (Spring 2011) test, the following results are illustrated for grade 3 ELLs: 9% scored levels 3-4; 56% level 2 and 35% scored level 1. In grade 4; 20% scored levels 3-4; 45% level 2 and 35% levels 1. In grade 5; 6% scored levels 3-4; 31% level 2 and 63% scored level 1. The implications are for ELLs and instructors of ELLs to continue to use instructional time

blocks, on-going professional development to teach effective reading/writing practices, Journeys, Comprehension Strategies, Junior Great Books, Chapter books, funded pull-out ELA teachers, and small group instruction.

Upon examining the grade 3-5 New York State Math (Spring 2011) test, the following results are illustrated for grade 3 ELLs: 25% scored levels 3; 54% level 2 and 21% scored levels 1. In grade 4; 48% scored levels 3; 38% level 2 and 14% level 1. In grade 5; 35% scored levels 3-4; 50% level 2 and 15% scored level 1. The implications are for ELLs and instructors of ELLs to continue to use instructional time blocks, on-going professional development to teach effective math practices, Princeton Review, Math in Focus, Everyday Math and Impact Math Assessment, funded pull-out math teachers, and small group instruction.

Upon examining the grade 4th New York State Science (Spring 2011) Assessment, the following results are illustrated for grade 4 ELLs: 82% scored levels 3-4; 33% level 2 and 5% level 1. The implications are for ELLs and instructors of ELLs to continue to use instructional time blocks, on-going professional development to teach effective science practices and hands-on activities, teacher made assessments, and small group instruction. Students have the opportunity enhance their abilities and knowledge in science through Science Fairs projects.

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

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

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

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

We expect ELL students to grow between 3-5% during the course of the school year. All students will have an analysis of their test data to form a profile. Weekly assessments will monitor students. A mid semester evaluation and end of semester evaluation will be administered. The program will be evaluated with multiple measures of formative and summative assessment. In addition, teacher effectiveness will be measured by administrators and coaches evaluations of teacher's classroom lessons, attendance at professional development sessions and self evaluation tools. All test data on students will be integrated into a progress profile.

- Each student will have an individualized plan based on data.
- Each student will be evaluated on a weekly basis.
- Struggling students will have further diagnostic testing.
- Students will have individualized as well as group work to support learning.

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may

attach/submit charts. This form does not allow graphics and charts to be pasted.

Implications for Instruction

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

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

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

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

Part VI: LAP Assurances

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

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ben Soccodato	Network Leader		11/15/11
Ezra Nanton	Other <u>Assistant Principal</u>		11/15/11
Richard Gugliotta	Other <u>Assistant Principal</u>		11/15/11
	Other		
	Other		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION (2012-2013)

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

BUDGET NARRATIVE: What will you buy with the funds and how will you use your budget? **Translation Funds – Title I Translation Services \$1,428.00 and TL Translation Services \$434.00**

Budget Category	Explanation
Personnel such as teacher per session or paraprofessional (bulk jobs) \$1,862.00	We will hire one bilingual Spanish translator from within our staff to perform these duties as per session, 4- 8 hours per week.
<u>Purchased services</u> such as contractual translation or interpretation services	N/A
<u>Supplies and materials</u>	N/A
<u>Local travel</u> for staff providing translation/interpretation services	N/A

TOTAL	
\$1,862.00 (without fringe subtracted)	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION - Continued

Part C: Action Plan – Language Translation and Interpretation

Directions: On the action plan template provided below, indicate the key actions to be implemented for the 2006-07 school year to support improvement in priority areas as described in the school’s response to Questions 1, 2, and 3 in Part B of this appendix. For each action step, indicate the implementation timeline, person(s) responsible, resources needed, and indicators of progress and/or accomplishment. When completed, the action plan can be used as a tool to support effective implementation.

<p>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.</p>	
<p>ACTION STEP – WHAT needs to be done to accomplish goal?</p> <ul style="list-style-type: none"> ➤ Refer to specific actions, strategies, and activities described in Part B. 	<p>P.S. 75 will use school population data to determine the languages that are presently spoken by the students and parents of our school community. Using this information, we will produce information in English, as well as the other dominant language(s) when preparing written communications for parents. In addition, the same efforts will be made to secure and/or identify staff members to assist in providing oral translation services in all necessary languages.</p>
<p>WHEN?</p> <ul style="list-style-type: none"> ➤ Implementation Timeline: Start/End Dates, Frequency, and Duration 	<p>9/11 – 6/12, Continuous</p>
<p>BY WHOM?</p> <ul style="list-style-type: none"> ➤ Person(s) or Positions(s) Responsible, including supervisory point person and translation and interpretation service providers (* denotes Lead person) 	<p>Assistant Principal, Parent Coordinator*, Guidance Counselor, Bilingual staff</p>
<p>SUPPORT</p> <ul style="list-style-type: none"> ➤ Resources/Cost/Funding Source (including fiscal and human resources) 	<p>In-house staff/Per Session</p>

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION - *Continued*

<p><i>INDICATORS OF PROGRESS AND/OR ACCOMPLISHMENT</i> – How will the school know whether strategies are working?</p> <ul style="list-style-type: none">➤ Interval of Periodic Review➤ Instrument(s) of Measure; Projected Gains (include types of documents that will be collected as artifacts)	<ul style="list-style-type: none">➤ Parent participation/attendance in communicated activities (Open House events, parent meetings, parent workshops)➤ Parent feedback (surveys, sign-in sheets, etc.)
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**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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

Part I: School ELL Profile

A. School Information [?](#)

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

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

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

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	615	Total Number of ELLs	127	ELLs as share of total student population (%)	20.65%
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Part II: ELL Identification Process

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

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

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

Once eligibility is determined, the LAB-R is given within 10 days upon registration. For Spanish-speaking ELLs, the Spanish LAB-R is given. The results on the LAB-R will determine the following: 1) a student who speaks little or no English will be placed in a beginner category for ELLs; 2) students who are transferring from another school will many times already have results from the LAB-R. Eligible students who are transferring from a private or school outside of New York will have to be administered the LAB-R; 3) students who are eligible for bilingual education or whose parent selection is for a bilingual program are often referred to a nearby bilingual school. In addition, P.S. 75 administrators and ESL coordinator begin an outreach process (phone calls and school letters) to inform parents who have previously chosen a TBE/DL program when the program become available.

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

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. ①

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	75	3	7	37	0	3	2	0	0	114
Total	75	3	7	37	0	3	2	0	0	114
Number of ELLs in a TBE program who are in alternate placement: 0										

C. Home Language Breakdown and ELL Programs

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

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

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Hispanic/Latino: ____	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	16	17	17	14	19	18								101
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic				1	1	1								3
Haitian														0
French	1		2	1	1									5
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	17	17	19	16	21	19	0	0	0	0	0	0	0	109

Part IV: ELL Programming

A. Programming and Scheduling Information

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

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

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

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

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

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

A. Programming and Scheduling Information

instruction in order to meet the varying needs of the ELL's population.

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

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

ELL Demographics

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

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

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

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

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

At P.S. 75, there are nine ESL and/or Biligual certified teachers. The ESL classes consist of beginning, intermediate and advance English proficient level students. Students in the beginning and intermediate level of English of proficiency receive weekly 8 periods (360 minutes) of instruction in ESL and 17 periods (850 minutes) of instruction in ESL through ELA, Math, Science and Social Studies. Advanced students receive 4 periods (180 minutes) of instruction in ESL, 4 periods (180 minutes) of instruction in ELA and 17 periods (850 minutes) of instruction in Math, Science and Social Studies. The same is applicable to the special education students respectively.

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

ELL students receiving services 4-6 years and the Long-Term ELLs who are experiencing a low proficiency level in the second language

A. Programming and Scheduling Information

(based on the NYSESLAT, ELA Simulation Tests and ELL Interim Assessments) and have not made progress in the second language may be recommended for At-Risk Academic Intervention Services and receive the following academic intervention services (AIS):

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

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

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

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

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

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

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:

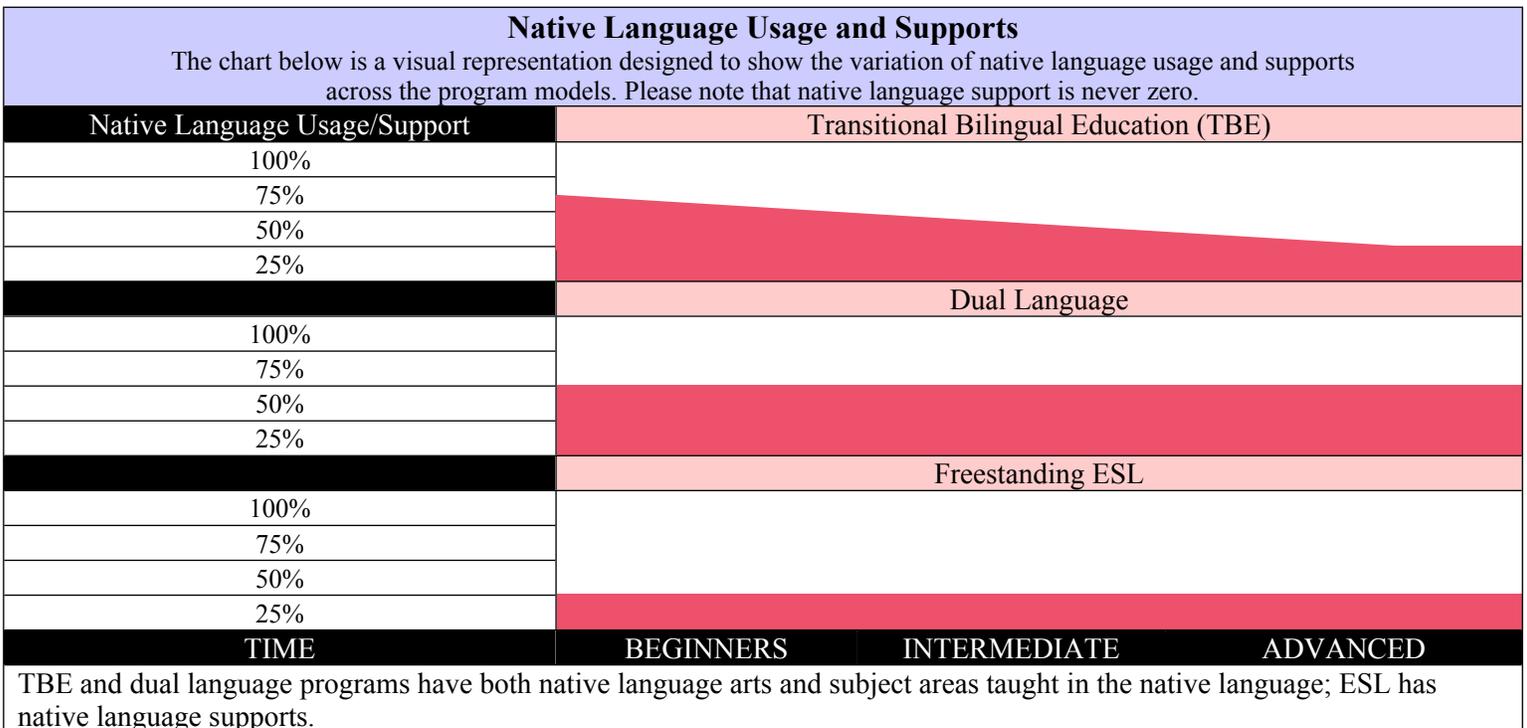
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction				
Native Language Arts	N/A				
Social Studies:	English				

Math:	English
Science:	English

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

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



B. Programming and Scheduling Information--Continued

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

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

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

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

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

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

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

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

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newcomers.

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

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

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

strongly recommends ESL Freestanding Push-in and Self-Contained Programs.

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

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

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

Upon examining the grade 3-5 New York State ELA (Spring 2011) test, the following results are illustrated for grade 3 ELLs: 9% scored levels 3-4; 56% level 2 and 35% scored level 1. In grade 4; 20% scored levels 3-4; 45% level 2 and 35% levels 1. In grade 5; 6% scored levels 3-4; 31% level 2 and 63% scored level 1. The implications are for ELLs and instructors of ELLs to continue to use instructional time blocks, on-going professional development to teach effective reading/writing practices, Journeys, Comprehension Strategies, Junior Great Books, Chapter books, funded pull-out ELA teachers, and small group instruction.

Upon examining the grade 3-5 New York State Math (Spring 2011) test, the following results are illustrated for grade 3 ELLs: 25% scored levels 3; 54% level 2 and 21% scored levels 1. In grade 4; 48% scored levels 3; 38% level 2 and 14% level 1. In grade 5; 35% scored levels 3-4; 50% level 2 and 15% scored level 1. The implications are for ELLs and instructors of ELLs to continue to use instructional time blocks, on-going professional development to teach effective math practices, Princeton Review, Math in Focus, Everyday Math and Impact Math Assessment, funded pull-out math teachers, and small group instruction.

Upon examining the grade 4th New York State Science (Spring 2011) Assessment, the following results are illustrated for grade 4 ELLs: 82% scored levels 3-4; 33% level 2 and 5% level 1. The implications are for ELLs and instructors of ELLs to continue to use instructional time blocks, on-going professional development to teach effective science practices and hands-on activities, teacher made assessments, and small group instruction. Students have the opportunity enhance their abilities and knowledge in science through Science Fairs projects. Academic Intervention Service is provided to our ELL population. These students receive explicit instruction by the teacher. Advanced students are also given the opportunity to be involved in our academic enrichment extended day program. Long-term ELLs, Holdovers and students are at-risk will also receive special instruction by the ESL teacher. The AIS program is specially designed in collaboration with the ESL coordinators and the school Administrators. These students are serviced during the day and after school. The program provides basic instruction in English which includes basic content areas skills in an effort to help students make progress into their academic studies. We have also included newcomer students in our before/after school academic programs as well as providing additional AIS to these students.

After School Program

After school program is available to all ESL students in grades 3-5. This program is instructed by license Bil/ESL teachers. The goal of this program is to provide additional support with ESL, Reading and Writing. The instructional material being utilized for our ESL After School program is Focus Forward by Rigby. This intensive intervention program has been developed based on scientific research in reading and writing and has been used in a standards based curriculum. The program is aligned with New York State standards and will provide opportunities to enhance and differentiate the ESL program. It augments the ESL and can support a balanced literacy program. The program began in October of 2011 for two hours daily two days a week (Monday and Wednesday) (3-5PM). The program will end in May of 2012. The program employed ESL/Writing teachers. The primary language of instruction is English.

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

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

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

For the upcoming school year, we will continue developing and enhancing the programs for ELLs that we already had established in our school. Therefore, none of the programs will be discontinued. At the present time, we do not have in place activities in our school to assist newly enrolled ELL students before the beginning of the school year and there are not language elctivities offered to ELL students.

Extended Day Program

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

After School Program

After school program is available to all ESL students in grades 3-5. This program is instructed by license Bil/ESL teachers. The goal of this program is to provide additional support with ESL, Reading and Writing. The instructional material being utilized for our ESL After School program is Focus Forward by Rigby which correspond to ELLs age and grade levels. This intensive intervention program has been developed based on scientific research in reading and writing and has been used in a standards based curriculum. The program is aligned with New York State standards and will provide opportunities to enhance and differentiate the ESL program. It augments the ESL and can support a balanced literacy program. The program began in October of 2011 for two hours daily two days a week (Monday and Wednesday) (3-5PM). The program will end in May of 2012. The program employed ESL/Writing teachers. The primary language of instruction is English.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

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

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

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

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

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

E. Parental Involvement

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

Parent/community involvement

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

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

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

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

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	13	8	7	1	0	6								35
Intermediate(I)		5	4	11	9	6								35
Advanced (A)	4	4	8	4	12	7								39
Total	17	17	19	16	21	19	0	0	0	0	0	0	0	109

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0	0	0	0	0	0	0	0	0
4	4	0	7	0	4	0	0	0	15
5	3	0	5	0	10	0	0	0	18
6									0
7									0
8									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	7	0	6	0	5	0	18
8									0
NYSAA Bilingual Spe Ed									0

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

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
Chinese Reading Test								

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

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

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

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

Upon examining the LAB-R - Fall 2011, students in grades K through five achieved at higher English proficiency levels in the speaking modality of the exam. Students scored lower in the reading and writing modalities. It is evident that rigorous instruction in Reading and Writing is a necessary improvement in order to make meaningful gains in English language proficiency. These results drive instruction and remediation. This is necessary in order to move our students and ultimately help them to reach the proficiency levels needed to exit the program. The implications are for ELLs and instructors of ELLs to continue to use the Workshop Model which follows all the balanced literacy components to develop the language skills and fluency of our ELL's population. In addition to the Model, we incorporate audio/visuals, listening centers, big books, charts, graphic organizers, and manipulatives. Teaching strategies used to meet the different needs of our ELL students are: modeling, total physical response, repetition, hands-on instruction, small group instruction, and individual instruction and pairing.

Upon examining the grade 3-5 New York State ELA (Spring 2011) test, the following results are illustrated for grade 3 ELLs: 9% scored levels 3-4; 56% level 2 and 35% scored level 1. In grade 4; 20% scored levels 3-4; 45% level 2 and 35% levels 1. In grade 5; 6% scored levels 3-4; 31% level 2 and 63% scored level 1. The implications are for ELLs and instructors of ELLs to continue to use instructional time

blocks, on-going professional development to teach effective reading/writing practices, Journeys, Comprehension Strategies, Junior Great Books, Chapter books, funded pull-out ELA teachers, and small group instruction.

Upon examining the grade 3-5 New York State Math (Spring 2011) test, the following results are illustrated for grade 3 ELLs: 25% scored levels 3; 54% level 2 and 21% scored levels 1. In grade 4; 48% scored levels 3; 38% level 2 and 14% level 1. In grade 5; 35% scored levels 3-4; 50% level 2 and 15% scored level 1. The implications are for ELLs and instructors of ELLs to continue to use instructional time blocks, on-going professional development to teach effective math practices, Princeton Review, Math in Focus, Everyday Math and Impact Math Assessment, funded pull-out math teachers, and small group instruction.

Upon examining the grade 4th New York State Science (Spring 2011) Assessment, the following results are illustrated for grade 4 ELLs: 82% scored levels 3-4; 33% level 2 and 5% level 1. The implications are for ELLs and instructors of ELLs to continue to use instructional time blocks, on-going professional development to teach effective science practices and hands-on activities, teacher made assessments, and small group instruction. Students have the opportunity enhance their abilities and knowledge in science through Science Fairs projects.

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

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

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

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

We expect ELL students to grow between 3-5% during the course of the school year. All students will have an analysis of their test data to form a profile. Weekly assessments will monitor students. A mid semester evaluation and end of semester evaluation will be administered. The program will be evaluated with multiple measures of formative and summative assessment. In addition, teacher effectiveness will be measured by administrators and coaches evaluations of teacher's classroom lessons, attendance at professional development sessions and self evaluation tools. All test data on students will be integrated into a progress profile.

- Each student will have an individualized plan based on data.
- Each student will be evaluated on a weekly basis.
- Struggling students will have further diagnostic testing.
- Students will have individualized as well as group work to support learning.

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may

attach/submit charts. This form does not allow graphics and charts to be pasted.

Implications for Instruction

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

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

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

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

Part VI: LAP Assurances

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

School Name: _____		School DBN:	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ben Soccodato	Network Leader		11/15/11
Ezra Nanton	Other <u>Assistant Principal</u>		11/15/11
Richard Gugliotta	Other <u>Assistant Principal</u>		11/15/11
	Other		
	Other		