



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: MAYDA CORTIELLA
DBN (i.e. 01M001): 32K075
Principal: YOLANDA WILLIAMS
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Superintendent: LILLIAN DRUCK
Network Leader: DAISY CONCEPCION

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

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

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, P.S. 75 students in grades 3 to 5 will demonstrate progress in Mathematics as evidenced by a 10% increase in students scoring at levels 3 and 4 on the NYS Mathematics Assessment.

Comprehensive Needs Assessment

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

The student performance data from the 2012-2013 Progress Report showed students at levels three and four for grades three to five scored less than 10% on the NYS Mathematics Assessment.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

Activity # 1

Instruction: A 70 minute mathematics block that encompasses all balanced mathematics components using Mathematical strategies that will engage students in cognitively demanding mathematics tasks that requires them to demonstrate their competence to model with mathematics and/or create and explore the logic behind arguments to arrive at a viable solution.

Activity # 2

Afterschool Program: Tutorial (Tuesdays & Wednesdays); extended Day instruction that meets individual student needs.

B. Key personnel and other resources used to implement each strategy/activity

1. Teachers servicing students in grades 3, 4, and 5 including SWD and ELLs. Assistant Principals and Principal.
2. ESL Coordinator and SETTs Teacher

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. GoMath Performance Assessments every four weeks for grade K-5. Monthly assessments with a focus on fluency.
2. Pre and post-assessments with a focus on the mathematic skills for mastery.

D. Timeline for implementation and completion including start and end dates

1. Activity # 1 began September 2013 and will continue until June 2014, consists of a 90 minute block
2. Activity # 2 will begin December 2013- May 2014, two hours of instruction a week.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. GoMath Program during the 90 minute block to allow formative assessments as a means of checking for understanding.
2. Kaplan Mathematics Program for the Afterschool will take place twice a week for one hour.

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).

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

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	Tax Levy		Title IA		Title IIA	X	Title III	X	Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #2

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
<i>By June 2014, P.S. 75 students in grades 3 to 5 will demonstrate progress in ELA as evidenced by a 10% increase in students scoring at levels 3 and 4 on the NYS ELA Assessment.</i>

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.
The student performance data from the 2012-2013 Progress Report showed students at level 3 and 4 for grades 3 to 5 scored less than 15% on the NYS ELA Assessment.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
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A. Strategies/activities that encompass the needs of identified subgroups

Activity # 1 Instruction: A 120 minute reading block that encompasses all balanced literacy components which addresses the Common Core Learning Standards. S will engage in a task that asks them to read and analyze informational texts and write opinions and arguments in response.
Activity # 2 Afterschool Program: Tutorial (Tuesdays & Wednesdays); extended Day instruction that meets individual student needs

B. Key personnel and other resources used to implement each strategy/activity

1. Teachers servicing grades 3, 4, and 5.
2. Assistant Principals, Principal, SETTs Teacher, and ESL Coordinator.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Teachers will provide students with ReadyGen Program Benchmarks and performance assessments every four weeks to assess students' ELA skills.
2. Pre and post assessments using Kaplan material to meet student individual needs.

D. Timeline for implementation and completion including start and end dates

1. Instructional 120 minute block; September 2013-June 2014
2. Afterschool Program: Kaplan , December 2013-May 2014.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. ReadyGen Program during the 120 minute block and Readworks.org: Supplemental
2. Kaplan materials for the Afterschool Program (Twice a week for one hour: Tuesdays and Wednesdays) .

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).
<ul style="list-style-type: none"> • Provide parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information • Provide written and verbal progress reports that are periodically given to keep parents informed of their children's progress. • Ensure that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents; • Mathematics Coordinator will conduct math workshops and information sessions

- Parent coordinator and teachers will attend regularly scheduled PA meetings to share information and respond to parent questions and concerns.
- Parents will be trained on how to use ARIS Parent Link.
- Ensure parents are familiar and have access to Common Core learning Standards (ELA & Mathematics), Accountability Measures (Progress Report).
- Principal meets with PA Executive board monthly.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
	Tax Levy		Title IA		Title IIA	X	Title III	X	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										

Goal and Action Plan #3

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, Limited English Proficient Students and Students with Disabilities will demonstrate progress towards achieving state standards as measured by 7% increase in those subgroups scoring at level 3 and 4 on the NYS ELA assessment.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
The 2012-2013 Progress Report showed that only 9.1% of SWD were proficient in the area of mathematics and 3.0% of SWD were proficient in English. Only 51.1% of ELLs showed growth in the 75 percentile in Mathematics and 60.0% showed growth in the 75 percentile in English.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
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A. Strategies/activities that encompass the needs of identified subgroups

<u>Activity #1</u> All Limited English Proficient Students and Students with Disabilities have full access to the curriculum. 120 minute reading block that encompasses all balanced literacy components aligned to the Common Core Learning Standards. As the students develop fluency in English, instructional time in English will also increase. Use literature of different genres, and audio/visual equipment with music, poetry, and role-playing to improve students aural, oral, reading and written communication skills. Use of scaffolding strategies to build on student academic and language proficiency. Flexible grouping (small group work), cooperative groups and differentiated instruction as well as hands on activities for both subgroups. Common Core Learning Standards will be used to write IEP Goals and ESL Goals.
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Activity # 2

1. Creation of an ESL/Special Need/Low Performing Student Inquiry Teams: The inquiry teams are school wide initiative consisting of all teachers. The inquiry team will collect and analyze student data from various sources and provide next steps for instruction to meet individual student needs.
2. Afterschool Program: Tutorial Program (Tuesdays & Wednesdays for beginning and intermediate ELL Students); Extended Day instruction that meets individual student needs. Students with Disabilities will attend tutorial program on Tuesdays and Wednesdays.

B. Key personnel and other resources used to implement each strategy/activity

1. Principal, Assistant Principals, ESL and SWD Teachers, Classroom Teachers who have population in classrooms.
2. Service Providers, ESL Coordinator (Pull-out/Push-in), SETTS Teacher, Network Liaison and Network Specialists.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Teachers will provide students in grades K-5 with ReadyGen Program and GoMath Benchmark and Performance Assessments every four weeks to assess students' ELA and Mathematics skills.
2. Students in grades 3-5 will be administered pre and post assessments during the afterschool program.

D. Timeline for implementation and completion including start and end dates

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1. 120 minute literacy block for grades K-5: September 2013-June 2014. Inquiry Groups K-5 ELLs and bottom third: September 2013- June2014
2. After School Tutorial Program: December 2013-May 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Reading Street Program, grade K-2. ReadyGen Program, grade 3-5 during the 120 minute block. Redworks.org grades K-5: Supplemental
2. Kaplan for the Afterschool Program for grades 3-5. Tuesdays and Wednesdays (twice a week for one hour) .Pre-assessments and post-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).

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

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	X	Title III	X	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.								

Goal and Action Plan #4

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 #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, 75% of all teachers will engage all students in learning as measured by the Instruction Domain 3: Engaging students in learning of the Danielson Rubric.

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.

Teachers completed a self-assessment checklist pertaining to the MOTP. Some teachers viewed themselves as needing assistance in this area. During the low-inference observations, the administrative team observed teachers needing support to ensure that all students are highly engaged through discussion, are aware of the expectations, and can explain what is needed to improve in order to meet the learning goals.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Monthly grade meetings that focus on skills and strategies that teachers used.
2. Outside Professional Development
3. Demonstration lessons
4. Afterschool Training Sessions

B. Key personnel and other resources used to implement each strategy/activity

1. Network Specialists

2. Principal, Assistant Principals
3. Highly Effective Teachers
4. Consultants

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Weekly low-inference observations by the administrative team with feedback to support teacher practice
2. Teachers share new knowledge with colleagues
3. Teachers will coach colleagues and visit classes
4. Discussions and model lessons will be provided by teachers

D. Timeline for implementation and completion including start and end dates

1. Low-inference observations: September 2013-June 2014
2. Teacher Team meetings
3. Outside Professional Development: September 2013-2014
4. Afterschool Training Sessions: Twice a month; December 2013-June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Advance site: Teachers and administrators will use the site to gain more knowledge about teacher effectiveness
2. ARIS Learn will be implemented as a tool to provide teachers with support (videos, modules, and articles)
3. Danielson Rubric: Teachers and administrators will use rubric to plan and assist teachers in becoming highly effective
4. Network Tools: Talent coach will support administrators.
5. Professional Literature will be provided to teachers as a means of helping to improve practice.

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).

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

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	X	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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

Annual Goal #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

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.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Grades K-2: Reading Streets; Independent Reading Text (Reading/writing strategies);	Small group; peer tutoring	During the school day: 120 Minutes.
	Grade 3-5: ReadyGen; Independent Reading Text (Reading/Writing); EngageNY; Readworks.org; Buckle Down-Strategies for Reading Comprehension	Small group; peer tutoring	During the school day: 120 Minutes
	Grades 3-5: Afterschool Program; Kaplan; ELA.	Afterschool ELA for grades 3-5: Small group and one to one tutoring	Afterschool program takes place Tuesdays and Wednesdays, one hour each day.
	Grades 3-5; ESL Afterschool Program, NYSESLAT	Afterschool ELA for grades 3-5: Small group and one to one tutoring	NYSELAT Afterschool: Tuesday and Wednesday, one hour each day

<p>Mathematics</p>	<p>Grade K-5 GoMath Independent math practice (Solving mathematics problems/ writing process on how problems were solved.</p> <p>Grades 3-5 EngageNY, Buckle Down Strategies for Mathematics.</p> <p>Grades 3-5: Afterschool Program; Kaplan; Mathematics</p> <p>Grades 3-5; ESL Afterschool Program, Mathematics (two hours a week).</p>	<p>Small group, peer tutoring</p> <p>Small group, peer tutoring</p> <p>Afterschool Mathematics for grades 3-5: Small group and one to one tutoring</p> <p>Afterschool ELA for grades 3-5: Small group and one to one tutoring</p>	<p>During school day: 90 minutes</p> <p>During school day: 90 Minutes</p> <p>Afterschool program takes place two days a week for one hour.</p> <p>Afterschool program takes place two days a week for one hour.</p>

Science	Extended Day Program: students in the 4 th grade work with classroom personnel (Cluster Teachers) are assigned to 4 th grade classes to support students.	Small groups to read and respond to literature related to Science.	September 2013 – June 2014; Monday through Wednesday for 37.5minutes per day,
Social Studies	Students in all grades K-5. Scope and Sequence. Readworks.org. Close reading strategies	Small groups to read and respond to literature related to Social Studies.	September 2013 – June 2014; Monday through Wednesday during literacy block for 120 minutes, three days a week,
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	September 2013 – June 2014 Guidance Counselors (general/special education) and SBST social workers provide counseling to support at-risk students.	Individual and small group counseling	As need basis: teacher or parent recommendation. During the school day.
	September 2013 – June 2014 The School Psychologist support provide services to students who encounter social/emotional difficulties.	Individual and/or small group counseling.	As need basis: teacher or parent recommendation. During the school day.
	September 2013 – June 2014. The Social Worker provide support to students who experience social–emotional/behavioral difficulties that affect their academic progress.	provides individual and small group counseling as an extra support service	During the school day

	September 2013 – June 2014. The nurse provides vision and hearing referrals.	Students who require health-related services are referred to the schools' nurse. Asthma and EPI Pin training for teachers	During the school day
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**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

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

Demonstration lessons will be provided by administrators, colleagues, and network specialists

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Network provides professional development specifically pertaining to content, student population, and grade. Monthly administrative meetings pertaining to administration, content instruction, and guidelines are provided by Network 412. Network offers weekend professional development for principals and teachers. Paraprofessionals meet with classroom teachers and attend some professional development sessions with their assigned teachers. Teachers and principal attend ReadyGen and GoMath sessions. UFT and CSA provide professional support in instruction and initiatives

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

As a title 1 School wide Program School, Conceptual Consolidation allows the use of Federal and local funds such as Fair student Funding, Title 1 Funds, Title III and human resources to implement this action plan from September 2013-June 2014 as specified below:

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

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Letters are sent to parents to come for an orientation. Pre-K Social Worker, ESL Coordinator, Assistant principal and parent coordinator greet parents and discuss the programs available. Parents are given the necessary documents to complete. The parent coordinator along with the social worker explains the various workshops to assist parents in making their child's school year successful. Parents are given an opportunity to ask questions about the school and take a tour in the mini building to

observe the classrooms. Parents are also asked to complete a survey indicating what types of workshops would interest them.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

The MOSL was administered in October 2013 to students of grades k-5. Teachers analyzed the data to find trends and patterns. The results were used to drive instruction. Teachers provided students with formative assessments by grade. During teacher team meetings and common preps, teacher examined student work samples and provided support to one another as a next step. Administrators conduct frequent low-inference observations (Danielson Rubric). The data from the observations assist with providing professional development. Professional development is offered twice a month in the afternoon, once a month during lunch hours, and teacher team times. Teachers are also asked to provide an interest survey to assist with improving instruction.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Parent Involvement Policy (PIP) Template

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the Mayda Cortiella/PS 75 School will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

The Mayda Cortiella/PS 75 School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 32	Borough Brooklyn	School Number 075
School Name Mayda Cortiella Elementary School		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Dr. Yolanda Williams	Assistant Principal Ms. Magaly Moncayo
Coach N/A	Coach N/A
ESL Teacher Ms. Lazarev	Guidance Counselor Mrs. F. Nakhla
Teacher/Subject Area Mrs. Bermudez	Parent Ms. Tina Marie Rodriquez
Teacher/Subject Area Mr. Valerio	Parent Coordinator Mrs. Lucy Belardo
Related Service Provider Ms. F. Sarita	Other Ms. Sosa-Ramos/ESL Coordinator
Network Leader(Only if working with the LAP team) Ms. D. Concepcion	Other type here

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 currently teaching in the ESL program.	4	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	1	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	2	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	2	Number of special education teachers with bilingual extensions	2

D. Student Demographics

Total number of students in school (Excluding Pre-K)	571	Total number of ELLs	113	ELLs as share of total student population (%)	19.79%
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Part II: 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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	113	Newcomers (ELLs receiving service 0-3 years)	62	ELL Students with Disabilities	23
SIFE	7	ELLs receiving service 4-6 years	23	Long-Term (completed 6+ years)	3

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	9									9
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	47	6	12	10	1	8	2		1	59
Total	56	6	12	10	1	8	2	0	1	68

Number of ELLs who have an alternate placement paraprofessional: 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
SELECT ONE Spanish	11	0	0	0	0	0								11
SELECT ONE	0	0	0	0	0	0								0
SELECT ONE	0	0	0	0	0	0								0
TOTAL	11	0	11											

*EP=English proficient student

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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	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
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	19	12	16	18	18								87
Chinese	0	0	0	0	0	0								0
Russian	0	0	0	0	0	0								0
Bengali	1	1	1	1	1	1								6
Urdu	0	0	0	0	0	0								0
Arabic	0	0	0	1	0	0								1
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Other	0	0	0	1	0	0								1
TOTAL	5	20	13	19	19	19	0	0	0	0	0	0	0	95

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)	10	7	4	4	4	6								35

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	0	9	8	5	8	4								34
Advanced (A)	7	4	1	10	6	9								37
Total	17	20	13	19	18	19	0	0	0	0	0	0	0	106

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	16	2	1	0	19
4	13	7	0	0	20
5	11	2	0	0	13
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	17	1	3	0	1	0	0	0	22
4	15	2	7	0	1	0	0	0	25
5	8	2	7	0	0	0	0	0	17
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	4	2	3	0	9	0	1	0	19
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

Paste response to questions here:

P.S. 75 is taking a data-driven approach to improving students' performance, using item analysis, portfolio assessment, and other indicators to identify and address weakness and target areas for growth on a continuous basis. Ongoing assessments are both formal and informal. These assessments include, but not limited to, Acuity Predictive Assessments, Running Records, NYSESLAT, NYS ELA and NYS Math, NYS Science, Math Baseline, and Pre-requisite Inventory skills checklist. All data is shared with the teachers.

Teachers have also embraced a more balanced and holistic approach to teaching literacy. We are actively involved in professional development with our new curriculum Ready Gen and the CCLS. Many of our teachers attend on/off-site professional development and planning sessions to increase effectiveness in the classrooms. We have spent a significant amount of time building stamina for reading and sharpening their writing craft during their Literacy Blocks. Teachers at P.S. 75 are enthusiastic learners, collegial colleagues and are always ready and eager to implement "Best Practices" in all subjects, especially in the area of literacy and mathematics. Our classrooms are vibrant and we are proud of the beautiful class work that our students continually produce, colorful and standards based bulletin boards in all subject areas, rubrics based writing pieces and art projects displayed throughout the school. We are a community of learners - Together Everyone Achieves More.

We are working on providing our at-risk students with targeted assistance by using innovative practices in the area of literacy. Our classrooms teachers will continually differentiate and create groups in the classroom to provide support for the 'at-risk' students as well as intervention. Due to the lack of funds for AIS, our teachers will provide more differentiated instruction in the classroom and during inquiry they are meeting to look at data and to target their population of need, this will also address the Department of Education Response to Intervention (RTI) initiative. Many of our teachers, while enthusiastic and eager to learn, can benefit from on-going professional development in the area of guided reading and one-to-one focused literacy intervention practices. Teachers can provide our youngest learners with research based literacy strategies, especially in fluency and phonemic awareness.

This year the goal of the Collaborative Inquiry is to focus on targeted ELL population on making academic progress. Teachers will come together to discuss the needs of students in the same grade level and plan strategically to support students in acquiring the writing skill needed in all content areas. The Inquiry Teams will focus on increasing ELLs and Students with Disabilities writing performance. The teams will focus on enhancing the curriculum to increase teachers' effectiveness in instruction.

We are also working with the Running Records developed by the TCRWP and selected a series of interim assessments from Acuity to monitor, diagnose and support students in grades 3-5 in both ELA and Mathematics. We will continue to provide professional development and support to the teachers since these tools are new and require an extensive amount of training, especially with Engage NY and ARIS.

The LAB-R is initially used to identify the early literacy skills of ELLs. The data patterns across proficient levels on the LA-R show that in the 1st grade 14 students were tested, three are beginning students and one is an advanced student. In the 2nd grade, 19 students were tested. Four of these students scored at the beginning level. Ten students scored in the advanced level. In the 3rd grade 18 students was tested. Two students scored at the beginning level and six at the advanced level.

Many of our English Language Learners are also experiencing difficulty in second language acquisition and in literacy. Consequently we have continued to provide our teachers with both on/off site professional development in specific strategies that will help them support students in their classrooms who are second language learners. These teachers have attended in-house sessions on assessments, guided reading, intervention and small group ESL instructional approaches that will support our second language learners and their transitions to increased ELA strategies and instruction. We will also work towards strengthening teachers instructional strategies by continuing to provide and send teachers to professional development regarding ELLs.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Paste response to question here:

The NYSESLAT data revealed that eight of our ELLs in the 1st grade and three of our ELLs in the 2nd grade were proficient in English. The data also revealed that 28 of our advanced ELLs are proficient in the modalities of listening and speaking, and they are advanced in the writing and reading modalities. ELLs are proficient in the reading and the writing and reading modalities and are advanced in the listening and speaking modalities. The data shows that at the intermediate level, 34 students are proficient in the listening and speaking modalities, and are intermediate in reading and writing. Three students are advanced in listening and speaking and intermediate in reading and writing modalities. Five of these beginners are also intermediate in the listening modalities and beginning in the reading and writing. All of these beginning ELLs are at the beginning level in all modalities.

For K-5, the modality that needs to be worked on is Reading and Writing. We need to move them from the beginning level up to the advanced. As for listening and speaking our students are doing well. For grades 3-5, the results are showing us that Listening and Speaking are the modalities that most have mastered. Reading and Writing will continue to be a goal so that students can become as proficient as possible. However, we cannot forget the listening and speaking modalities. Based on the patterns across the four modalities instructional decisions will be affected. Teachers will focus on the writing and plan accordingly. Most of our students have made great improvements, but need to work on reading and writing.

Based on the analysis of the LAB-R, our Kindergarten students scored at the beginner and advanced level. When students take the NYSESLAT the trend shows that more students score at a beginning to intermediate level than at the advanced level. The implication is that the majority of the students are functioning on a Beginners (B) level. Therefore, instruction must be restructured to advance these students to higher levels of achievement in the four modalities (listening, speaking, reading and writing).

The patterns across proficiency levels and grades demonstrate that most of our Ells need assistance in all academic areas especially math, reading and writing. Content performance data also shows that most of our Ells need further support and scaffolding in the math, reading and writing modalities.

We have created instructional action plans, which are aligned to our goals of helping our ELLs become proficient in English. The SETTS and ESL teachers work with small groups in all academic content. The patterns that we notice across grade and proficiency levels are that 85% of students show a year to year increase in the proficiency levels.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Paste response to question here:

At this time, we do not have information because the New York State Education Department did not provide that information.

Based on the above needs assessments, all teachers agreed that it is crucial to build the early childhood foundations for all content areas in order for them to succeed in the upper grades. Therefore, P.S. 75 will implement the followings:

All K-2 teachers will provide Reading Streets to all students during the school day.

All 3-5 teachers will provide Ready Gen to all students during the school day.

Curriculum maps will be analyzed and adjusted as necessary to ensure coherence in all grades K-5 so that students are able to have continuity in a more effective way.

- Delivery of instruction based on data driven analysis.
- Implementation of small group, task oriented activities to improve listening, speaking, reading and writing skills.
- Small group instruction to expand on computation and problem solving skills using ESL methodologies.
- Teaching materials include adequate classroom libraries, realia, a wide range of print, visual and digital resources designed for Ells.
- ESL strategies and methodologies utilized throughout the literacy block and content areas on a daily basis.
- Instructional scaffolding strategies to build on their academic and language proficiency.

The Bilingual program curriculum will be analyzed and adjusted as necessary to ensure coherence in all grade K so that students

are able to have continuity in a more effective way.

- Native language is used to support high demand, high challenging areas of instruction. In the lower grades, native language is used in Social Studies, Science, Math and Native Language Arts. As the students develop fluency in English, instructional time in English increases.

English as a Second Language curriculum will focus on English Language and writing in order to increase Ells English language proficiency and to ensure that they receive the mandated ESL hours.

- Use of instructional strategies to enhance language development using ESL strategies and the Learning Standards for English as a Second Language.

Provide professional development to all bilingual and ESL teachers to learn and increase effective teaching practices.

Create a collaborative inquiry team for each grade to target a selected population in order to increase student academic performance.

Teachers will formulate strategic instruction and assessment to monitor and track student progress.

Develop a student performance spreadsheet for grades 3-5 which consists of data from ARIS which reflects the strands and skills needed to increase their Reading performance. This spreadsheet acts as a tool for teachers to use for differentiates instruction in various forms such as small group instruction, guided reading, strategy lesson, and individual conferences. 3rd to 5th grade students will have a baseline assessment to differentiate instruction and create grouping for small group instruction.

Empowering students to develop short and long term goals for all content areas in order for them to take ownership of their learning

4. For each program, answer the following:

- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

After analyzing data across the grades by teachers, data shows that an area that we need to work on is the writing modality. We need to further enhance their writing modalities by using fluency, comprehension and conventions across the grades. Teachers have analyzed their NYSESLAT data and determine the gains/losses based on individual student. With the Acuity in both ELA and Math, the Math usually procures better results. Students that are more proficient in English/Spanish they are provided with a translation version of whatever language they fare better in. All Ells are provided with mandated time and a-half during testing time.

School leaders and teachers meet periodically to analyze the results of the assessments for Ells to plan, modify, and improve instruction as needed. After analyzing the assessments for our Ells we have come to the conclusion that writing is an area that we need to focus, such as fluency, comprehension, and writing conventions. We have created teacher teams for all the grades that meet periodically to analyze data and determine a plan of action for Ells.

Native language is used for instruction and assessment. Instruction in the native language is used as the core in the Bilingual class. Native language is also used to assess students in the math, science and social studies.

Students in grades 3 to 5 took the ELA and Math Assessments. Our students met the AYP using our science safe harbor target.

ELA

A total of 40 Ells took the ELA in grades 3-5. Our students met the AYP using our safe harbor target. In grade 3, 19 of them scored a level 1, 1 scored a level 2. In the grade 4, 19 In grade 5, 18 Level 1, 1 level 2.

With some increase and decrease across the grades in our ELL population we will continue to study, reflect and monitor the progress on our ELL population.

Math

A total 62 Ells took the Math in grades 3-5. Most of our ELLs scored level 1.

Science

A total of 19 Ells took the science test. An analysis in Science reflects a positive trend. In grade 4, 5 of them scored a level 1, 4 scored a level 2, 9 scored a level 3 and one student scored a level 4.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [RTI Guide for Teachers of ELLs](#).)

Paste response to question here: *****

P.S. 75 use progressing monitoring data to make educational decisions about changes in goals, instruction, and/or services: as well as whether to consider a referral for special education services. When progress is monitored, the expected rate of an ELL's progress takes into account language development and background. The student's progress is then compared with levels demonstrated by peers. When monitoring the ELLs teachers and school leaders use data to determine when it is necessary to adjust instruction for all ELLs. Students are part of a 3-tier intervention model and are screened using running records, classroom work and teacher recommendation to determine tier intervention. Our students are immersed in learning through RTI approach focusing on early literacy intervention.

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

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

When evaluating instructional programs for students, it is important to look at achievement levels for the particular group, and use outcome assessments. When an ELL student is struggling, we ask the question about all levels of instruction (Tier 1, 2 and 3). We support the teacher with some new research-based ideas to deliver effective instruction.

6. How do you make sure that a child's second language development is considered in instructional decisions?

Paste response to question here:

When parents come into P.S. 75 to register their children, we have the ESL Coordinator interview and speak with the parents about their child. Through an interview process, we gather academic information about the students' formal and informal education. We request any documentation they can provide to better understand their child second language development.

Under the CR Part 154 all beginner/intermediate ELLs are required to have 360 minutes of ESL instruction and advanced ELLs are required to have 180 minutes of instruction per week. ELA instruction for all ELLs as required under the CR Part 154, 180 minutes per week. As for the Transitional Bilingual program Native language arts is to be taught 90 minutes daily (intermediate) and 45 minutes daily (advanced).

We have identified 56 of our ELLs as students who have been here less than three years, 6 are SIFE and 12 SWD. Ten are between 4-6 years, 1 SIFE and 8 SWD. Two are long-term and 1 is SWD and 3 as long-term ELLs. Based on their HLIS program their first language was Spanish. Kindergarten parents chose TBE after the parent orientation and parents in grades 1-5 chose English as a Second Language. We use resources and materials

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?

c. How are EPs performing on State and City Assessments?

Paste response to questions here:

P.S. 75 does not have a dual language program at this time.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Paste response to question here:

Based on the NYSESLAT, and other assessments our ESL teacher set academic goals for each student. Students are assessed on an on-going basis. The ESL/Bilingual Coordinator and teachers continually attend professional development for any and all updates in regards to ELLs. Our ESL teacher adheres to a daily push-in model to all 3-5 classrooms. Based on the needs of the students and/or levels of these students. For Beginners & Intermediate students the weekly instructional minutes are 360. Advanced students are provided 180 minutes of instructional time. We created a predominately Beginner ELL class to focus on students with Special English language acquisition needs. This group meets for 90 minutes of oral language development. The ESL push-in teacher works collaboratively with the classroom teacher of the predominately ELL students. The two teachers plan and articulate effectively at common preps. The classroom teacher and the ESL teacher work in small groups consistently through the time allotted for ELA and Math.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

Paste response to question here:

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

The ESL Coordinator will then schedule an appropriate time/date to test the students who are eligible for testing. Based on the HLIS forms, if it is pre-registration or they will be tested right after registration. Based on LAB-R result children are placed appropriately in their classes and parents are notified.

The licensed Bilingual/ESL coordinator (who is fluent in Spanish and English) provides the Home Language Survey and conducts an interview with the parents. The coordinator ensures that the form is filled in its completion and any academic concerns are addressed with the parents. Upon which she will speak to the parent and determine if the child is eligible for services. The

Bilingual/ESL coordinator provides information and service options. Within 10 school days, the coordinator administers the LAB-R in English and Spanish to the child and determines if the child is eligible for ELL services. Additionally, parents are informed of their child's placement. Parents of "Potential ELLs" are informed immediately by letter and/or a phone call that they should participate in an orientation. Within ten days of administering the LAB-R and it has been ascertained that ELLs services are needed, parents of the new ELLs are invited by letters and phone calls to view a video in the native language. This video gives information about the three program choices that are available to ELLs. These programs are Transitional Bilingual (TBE), Freestanding English as a Second Language (ESL) and Dual Language. Parents who do not attend the orientation meetings are interviewed over the telephone. The certified ESL teacher conducts the interview over the phone with the assistance of the parent coordinator or guidance counselor staff who speaks their native language (Spanish, Arabic). The phone contacts are logged.

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.

Paste response to question here:

The program selection forms are signed on the day of our ELL meeting in September for a student who was registered during or before school begins. For students that come in during the school year, the parents are informed and provided with information about the different programs we have. Any new students that are eligible will be tested within 10 days of enrollment. Parents are able to view the video and understand the programs that are offered and LAB-R scores are given to the parents to make the appropriate choices. The continuation of service letters are given out to class room teachers in September to ensure that there is ample time for them to return these forms. We remind parents that come to the ELL workshop during the beginning of the school year and towards the end.

We have regular PTA and school meetings where information about the program is disseminated. Many of our community members are aware of the school programs and services. Outreach to the parents of identified students will be conducted in the following manner: individualized letter are sent with the student; confirmation receipts are signed by parents and collected; parent coordinator conducts outreach; reminder to all parents via phone messenger; we provide parents with an orientation that describes various programs for ELLs. The focus of the orientation is to inform the parents of their rights and program options. A video in their native language is shown to the parent. Parents have the option of listening to the video in their own language. The video highlights information on the reorganization of the various programs and their right to choose an educational option for their child such as: Transitional Bilingual Education (TBE) Programs, English as a Second Language Programs, (ESL) and Dual Language Programs. At the time of the orientation, parents are given the time and assistance to fill out the parent choice form. They may submit completed forms on site. Parents who do not attend the orientation are reached via follow-up letters and phone conferences to make them aware of their choices.

Additionally, parents are provided with an explanation of the City-Wide Expectations and the Common Core Learning Standards, the core curriculum, assessments, and other student expectation requirements. We also allow time for Q&A, if parents have doubts about the program that are available and/or entitled to.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

Paste response to question here:

The entitlement letters are completed and a copy is distributed to the home room teacher for the student. Any other communication or correspondence with parents is kept on file. The program selection forms are signed on the day of our ELL meetings in September for students who was registered during or before school begins. For students who come in during the school year, they are informed the different programs we have. Parents are able to view the video and understand the programs that are offered and LAB-R scores are given to the parents to make the appropriate choices. The continuation of service letters are given out to classroom teachers in September to ensure that there is ample time for them to return these forms. We remind parents to attend the ELL workshop during the beginning of the school year and towards the end. If these forms are not returned, we will make sure that teachers are given extra forms during our curriculum workshop to ensure that they are returned in a timely manner. The forms are collected and maintained by class in a binder in the coordinator's room in which the Principal, Assistant Principal

and the coordinator have access.

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.

Paste response to question here:

P.S. 75 identifies its ELLs based on the HLIS form. Any new students that are eligible will be tested on the LAB-R within 10 days of enrollment. If a child speaks a language other than English, he/she will be administered with the LAB-R in English and Spanish, if necessary. Once the child is given the LAB-R parents are notified of the results and contacted. If the parents are present when the child is given the LAB-R, the parents are notified of the results. The parent orientation video will be viewed by the parents at that moment. The choices of programs are explained in their home language.

By law, we provide parents of newly enrolled ELLs with information on the different ELL programs that are available. ELLs are placed in the appropriate program within ten days of enrollment, getting parents this information quickly and efficiently is critical to getting their input. Parents' choice, coupled with program availability, determines program placement for ELLs. Communication with parents other than English, use the translated materials (brochures, DVDs) provided by the Office of ELLs (OELL) and services offered by the Translation and Interpretation Unit, including document translation and interpretation services, as needed. Informational and question-and-answer session at most schools are provided through group orientations at the beginning of the year. However, we inform parents throughout the year in various ways, including one-on-one meetings, phone conversations, or through informational packets. Parent coordinator is another designated staff who works closely with the administration and staff to coordinate school events for ELLs.

The child is placed according to the choices of programs we have, TBE or Free-standing ESL. Based on the procedures identified on the CR Part 154 which requires that schools form bilingual education classes in grades K-8 when there are 15 or more ELLs of the same language in two continuous grades. If parents do not select a program, the students are automatically placed in a Bilingual class, if it is available; otherwise, the student is placed in an ESL class. Parent may opt out of Bilingual Education, but may not opt out of ESL instructions.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Paste response to question here:

Our ELLs take the NYSESLAT annually. To ensure that all procedures and protocols are adhered to, the testing coordinator and ELL coordinator plan the appropriate dates and times within the administrative window. We type a memo which details the dates and times for speaking, listening, reading and writing portion of the NYSESLAT. The testing administrator and ELL coordinator set up a meeting with all ELL teachers and provide them with the necessary information. All eligible ELLs take the exam, we print out all necessary reports such as the RYOS, RLER and RLAT to cross reference student names. The ESL teacher and testing coordinator then goes through the list to ensure that all students are on the list. Then, all newcomers, including transfer students are double-checked to ensure that they are eligible for testing. Any testing materials are provided to the teachers and signatures are kept on file.

6. 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.) 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. 

Paste response to question here:

In the last three years, the trends observed after reviewing the parent survey of the program selection is either the TBE or Freestanding ESL. ESL is the more favorable choice. Parents chose a bilingual setting for the children in grade K. In grade 1-5 the trend observed is that parents mostly want an ESL setting for their children. Those programs models, which are requested by parents, are offered at P.S. 75. During the 2013-2014, our parent requested and ESL setting due to the shifts in CCLS standards. Parents are more knowledgeable in the CCLS and feel that as the NYS assessments are more rigorous, they are choosing to opt for Freestanding ESL for their children. Therefore, P.S 75 has responded by phasing in Freestanding ESL in grades 1-5. Eleven of our ELL parents requested Bilingual program. Six requested ESL.

Dual Language Program is not offered at this time.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

Paste response to questions here:

Instruction is delivered in a TBE, self-contained and push-in/pull-out by a licensed ESL teacher. P.S. 75 offer a Kindergarten TBE program and two self-contained ESL programs in grades 1 and 2. We created self-contained ELL classes in grades 1 and 2 to focus on students who are grouped heterogeneously with special English Language acquisition needs. Grades K–2 is self-contained classes that support beginning and intermediate students with 90 minutes of ESL units daily through the Reading Streets Program. Advanced students receive 45 minutes of ESL units daily through the Reading Street Program. Our ESL program is offered through push-in/pull-out model for grades 3-5. In grades 3-5, we have a licensed ESL teacher serving our ELLs in a push-in/pull-out model. Newcomer and beginning students that are in grades 3-5, are pulled-out during the morning literacy block for 90 minutes. All students receive their units of ESL in the content area of reading and math. In grades 3-5 intermediate and advanced students receive 90 minutes of ESL units through the Ready Gen program push-in model. Advanced students are provided with 45 minutes of ESL instruction in a push-in format. Through a push-in and pull-out, model, the coordinator will provide students with the mandated units.

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)?

Paste response to questions here:

For Mathematics, we follow the Go Math curriculum which is instructed in language. Academic Vocabulary is a focus of the school with regards to the Common Core Learning Standards as well as the City Wide Expectations. Teachers deliver lessons that foster English language development. (i.e, Book Talks, Turn and Talk, Shared/Partner Reading, Read Aloud, Oral Reports, Close Reading of Passage, etc.). Teachers also provide additional opportunities and materials to foster oral language development and to assist students in making the transition from Spanish to English with a focus on Principle 4: Explicit English as a Second Language (ESL). Parents are supported through a variety of workshop, parent meetings, and the parent coordinator is in constant contact with our parents.

The Bilingual/ESL Coordinator will provide explicit ESL strategies and differentiated instruction to address the students' level of English proficiency. During this time, all ELLs are required to demonstrate academic rigor through the learning and performance tasks that are assigned. They must show complex and multiple–step tasks that require the application of more than one skill area. Teachers scaffold academic language and complex content to support students' participation in content areas. They use visuals and/or realia to support students' understanding of the main academic content. They model the use of the language in ways in which the students are expected to participate. Students participate in activities that promote academic discourse, such as accountable talk. Teachers that serve ELL students create an ESL environment that optimizes learning by using any of these instructional scaffolding techniques:

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

Other instructional techniques that will be used are:

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

Our Bilingual Classrooms K follows the Language Allocation Policy according to the CR Part 154 Regulations. Children at the beginning English proficiency level receive 40% of instruction in English language development and 60% of instruction in their

native language. Children at the intermediate English proficiency level receive 50% of instruction in their native language and 50% of instruction in English. Children at the advanced English proficiency level receive 75% of instruction in English language development and 25% of instruction in their native language. As the students develop fluency in English, instructional time in English increases.

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 foster language development and meet the demands of the Common Core Learning Standards.

Paste response to question here:

According to our CCLS Shifts, content areas such as Science and Social Studies are embedded in the Reading Streets and Ready Gen program which is aligned to the CCLS. Grade K-2 has a morning literacy block which targets non-fiction reading skills and strategies. The ELLs continue to receive instruction that targets the students and provide them with additional ESL academic intervention services with a primary focus on Principle 2: Academic Rigor. Teachers will address the City-Wide Expectations through their Performance Tasks by integrating content-area knowledge. The newcomer and beginning group get the reading fundamentals. The teacher targets phonics, phonological, sounds and phonemic awareness through non-fiction text. The push-in model requires the ESL teacher collaborates and plans with the teachers to provide explicit ESL strategies, scaffolding and differentiated instruction to address the students' level of English proficiency. During this time, all ELLs are required to demonstrate academic rigor through the learning and performance tasks that are assigned. They must show complex and multiple-step tasks that require the application of more than one skill area. ESL teacher scaffold academic language and complex content to support students' participation in content areas. They use visuals and/or realia to support students' understanding of the main academic content. They model the use of the language in ways in which the students are expected to participate. Students participate in activities that promote academic discourse, such as accountable talk. Teachers that serve ELL students create an ESL environment that optimizes learning by using any of these instructional scaffolding techniques:

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

Other instructional techniques that will be used are:

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Paste response to question here:

Our students' in kindergarten TBE (Spanish), classroom are assessed in English and Spanish. The Reading Street program resources allow for unit test and performance task in English. The content area of math, science and social studies are evaluated in the students Native Language through unit test and informal assessments. Students in grades 1-5 in a self-contained ESL Program and/or the push-in/pull-out model, the ESL teacher will assess them by using unit test and performance based assessments.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Paste response to question here:

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

In grades K-2, Reading Streets was designed to accommodate a diverse student population through progress monitoring, diagnostic checks, whereby students' individual needs are identified and addressed. Reading Streets provides differentiated instruction for ELLs by including various activities for below level, on-level and advanced level students. Additional support activities, linked closely to the lessons, are provided to address specific needs coupled with added support activities to re-teach and extend on any skill and strategy. Students are tested using interim assessments. Additional resources are available to our teachers, such as the Intervention Kit and the English Language Learners Resource Kit.

Assessments have been built into the Reading Streets Program to monitor the students' success. Assessments are on-going throughout the year using Measures of Students Learning City Wide Performance. The assessments serve as a means to:

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

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

1. Prerequisite Skills Inventory Checklist (Grades K – 2)
2. Performance Task (K-2)
3. Midyear and End year Assessments (Grades K–2)
4. Measure of Student Learning
5. TCRWP Running Record 3-5 Assessment

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Paste response to questions here:

P.S. 75 identified 9 students as SIFE receive additional academic intervention services through ESL provider for one on one instruction with classroom instruction as well as intervention with extended, and after school program. For our ELLs that have been identified as newcomers (1-3 years), we have offered them bilingual programs if they are available and/or placed them in the self-contained or designated ELL classroom, where the ESL teacher pun-in to provide extra support. The ELLs are offered extended day and afterschool. The teacher and the ESL push-in will provide small group instruction. The ESL coordinator will provide teachers with additional support to improve instructional practices to better serve our students. For our ELLs that have been identified as 4-6 years, we have filed for extension of services as well placing them in the ELL classes. The ESL teacher provides push-in/pull-out support. These children are offered extended day and afterschool program. We have identified 3 students as long-term ELLs. The ESL teacher provides push-in/pull-out support. The student is offered extended day and afterschool program. The students is closely monitored and afforded every opportunity to participate in all activities.

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

7. 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?

Paste response to question here:

Instructional strategies that our teachers incorporate are based on the Universal Design Learning Framework, Depth of Knowledge as well as addressing the Common Core Learning Standards. Teaching English Language Learners to be successful learners depends on the quality of the instructional process, practices, and classroom climate for learning. The teachers' role is to support students as they carry out meaningful literacy activities involving the full process of reading and writing.

Below are some of the samples of strategies and instructional differentiation that P.S. 75 teachers use to address of ELL/SWD population.

- a. Cooperative Learning/ICT
- b. use of the writing process
- c. explicitly connect learning to students' knowledge and experiences
- d. use semantic webbing and thinking maps
- e. use close reading and exercise
- f. Use KWL charts
- g. use a variety of grouping so that ESL/SWD students can interact with different classmates.
- h. Think-Pair-Share
- i. Students create drawing/posters
- j. Set high expectations

Second, writing instruction should take place in the context of a rich and challenging curriculum. The teachers' role is to provide instructional materials and activities that meet and challenge a student's language production level and provide access to standards-based academic content.

- a. Explicit instruction in writing mechanics and composition skills is necessary for writing success.
- b. Vocabulary and oral language development are an integral part of writing.
- c. Writing flourishes in a safe community of learners, where teacher and students are writing and sharing their writings, editing each other's work (students edit teacher's writing also), and where they publish together. ELLs need a sense of community and instruction that allows them to take risks on their way to learning in a new language and culture.
- d. Using culturally responsive instruction, teachers explore with their classes the ways in which students and their families use literacy at home and in the community. Teachers then bring these topics, styles, and cultural knowledge in the writing themes.
- e. We use cooperative learning during the planning, revising, and editing of their writing, so that students give feedback to one another as well as use feedback that has been given. ELLs learn a great deal just from examining each other's writing. Through this process, ELLs have many opportunities to write, learn new text structures and words, and become familiar with the mechanics of writing in English. English language learners (ELLs) often have problems mastering science, math, or social studies concepts because they cannot comprehend the textbooks for these subjects. ELLs at all levels of English proficiency, and literacy, will benefit from explicit instruction comprehension skills along with other skills.
- f. For 2013-2014, we have included close-reading of texts and reinforced the non-fiction in the classrooms to have all our ELLs exposed to genres of texts.

ELL students need a lot of vocabulary development and teaching of comprehension strategies even if they:

- Have been mainstreamed after some bilingual instruction;
- Are being pulled out for English as a Second Language ;
- Have been assessed as English proficient but you know that they still need additional help with language, reading and writing.

Additional steps for ELLs

- Identify vocabulary words that you think might be difficult for students to understand when they read the text. Write ELL-friendly definitions for each – that is, simple, brief definitions that ELLs can easily understand.
- Model think-aloud. Verbalize confusing points or show how you use a strategy to comprehend something.
- Demonstrate fix-up strategies. I need to re-read or read ahead.
- Partner ELLs with a more dominant English speakers and ask each student to take a turn reading and think aloud
- After partner work, ask ELLs to work independently by using a checklist.

For advanced ELLs,

- In pairs have students survey the text and use an idea map to record the main idea and details.
- Ask partners to read the text
- Have partners restate the main idea and supporting details.
- Partners can share their questions and summaries with other partners.

Questioning ELLs after reading can anchor or test their comprehension with carefully crafted question. Use simple sentences and key vocabulary from the text they just read. For ELLs vocabulary development is especially critical for their ability to read and comprehend texts. The selection of vocabulary words to teach ELLs can be grouped into three tiers.

The importance of increasing student language production in the content area; Academic Language Vocabulary

- How to select vocabulary words for teach ELLs in reading academic language knowledge literacy in content area.
- Oral language development for beginners; introducing a text before reading; reading comprehension strategies for content learning reading non-fiction text.
- Lesson planning activities includes ELLs, cooperative learning strategies, connection background knowledge in content, hands-on activities, graphic organizers, music and language learning.

Content – Area Resources

- Math – Math instruction for ELLs reading and understanding written math word problems.
- Science – Using science to develop ELLs language skills
- Social Studies – Preparing and engaging social studies lesson for ELL’s use of timelines to enhance comprehension.

To provide access to rich academic content areas and to accelerate their English Language Development, P.S. 75 is using the following to address our ELLs as well as school-wide internet resources: Cool Math, Brain Pop, and Starfall.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Paste response to question here:

P.S. 75 implements appropriate interventions, curriculum and classroom modifications, supplemental aids, resources and remedial services before considering a referral to the Committee on Special Education for a student experiencing difficulty in school. Criteria’s used to place ELL-SWD in ICT classes are followed and completed within the timeframe. When the Committee on Special Education receives a referral, the Individualized Educational Plan (IEP) team sets up a meeting with the parent and student. We meet to determine whether the student could benefit from special academic intervention services and any other services designed to address the learning needs of the student. Students are eligible for special education services when he/she lacks appropriate instruction in reading, including explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills), and reading comprehension strategies. Student lacks appropriate instruction in math. Student is Limited English proficient. After careful evaluation, the IEP participants discuss all the evaluation results and recommendations. The team determines if those needs can be met in the general education setting without special education services. Consideration for the Least Restrictive Environment (LRE) to determine whether the student’s needs may be met in their current school and we design an IEP accordingly.

We use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment, in our Integrated Co-Teaching classes. Teachers work together to provide adjusts their curriculum through goal setting, scaffolding, differentiation (group-work). The ESL push-in/pull-out teacher collaborates with teachers to adjust schedule as needed to provide services for all students. Individualized Educational Plans are carefully monitored to ensure the mandated services are provided for each student with disabilities.

Courses Taught in Languages Other than English 

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

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

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

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

Math:	Spanish			
Science:	Spanish			

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

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

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

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

Native Language Usage and Supports

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



50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. 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.

Paste response to question here:

At P.S. 75 the SETTS and ESL teacher puts together a plan for alternative services for students who have IEP services and are mandated to receive ESL services. The team meets to discuss, analyze data and confer on ideas, ESL strategies and procedures necessary to help the child work in a small group setting. Here, the student works to improve on all the modalities of listening, speaking, reading and writing in English. The SETTS teacher assesses frequently using the Great Leaps Reading program in order to monitor and evaluate their academic reading levels. The ESL teacher targets the students in need of support through a pull-out and push-in model. The teacher meets and plans with grades 3-5 teachers to implement strategies and support for the Ells students. Instruction is delivered contingent upon data received from the on-going assessments.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Paste response to question here:

Bilingual and ESL teachers collaborate as they plan whole/small group instruction. In September and through-out the year, teachers are provided with a list of their ELLs students which detail the proficiency levels in each of the four strands. The ESL Coordinator and teachers meet and articulate during common preps and/or professional development. Communication between the administrators, teachers, and coordinator is on-going. This allows instruction to flow easily and productively on a daily basis. ESL strategies are shared between teachers to help all ELLs, especially newcomers, as well as long term ELLs. All ELLs are monitored and assessed regularly through various tools to determine effective instructional strategies that will support and enhance their academic growth and language proficiency.

11. What new programs or improvements will be considered for the upcoming school year?

Paste response to question here:

New programs that are considered for the upcoming school year are Ready Gen, Go Math and Move to Improve.

Ready Gen is a comprehensive core English language arts curriculum for grades 3-5. It is aligned to the Common Core Learning Standards. The program builds strong readers and writers through lesson structures that develop an understanding of big ideas in content areas. Students demonstrate their learning through performance tasks and integrate reading, writing, speaking, and listening. The program promotes student thinking and understanding through citation of text-based evidence. Students write every day, and instruction is closely linked to reading, using the text as a model. The instructional support is embedded to help all students meet the goals of the Common Core Learning Standards. The lessons are focused instruction and practice, small group plans, and writing instruction. The scaffold strategies are a vital component of the instruction to provide a deeper, targeted support for Ells and SWD. Focus on reading is a whole group plan that includes oral, shared, and independent reading. Focus instruction lessons may include:

- Text Based Vocabulary Instruction
- Text Based Conversation
- Reading and Language Analysis
- Writing in Response to reading

Go Math is aligned to the Common Core Learning Standards, and is based on eight mathematical practices. Go Math supports the standards for mathematical practice through several specific features of the series:

- a. Lesson focused on depth of content knowledge
- b. Unlock the problem sections to begin lessons
- c. Math Talk questions prompting students to use varied strategies and to explain their reasoning
- d. Support for manipulative use and drawings directly on the student pages
- e. Prompts that lead students to write their own problems or to determine if the reasoning of others is reasonable
- f. Real-world problems that encourage students to develop productive dispositions.

Move-to-Improve (MTI) program is designed by the New York City Department of Education to increase physical activity in New

York City elementary schools. MTI is aligned to the New York State and National Physical Education Standards. MTI activities help schools meet New York State Physical Education Requirements. It promotes higher levels of fitness and is associated with better academic performance. All academic areas can be incorporated into MTI activities. Daily physical activity offers many health benefits.

12. What programs/services for ELLs will be discontinued and why?

Paste response to question here:

At this time we have not discontinued any instructional programs.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Paste response to question here:

All programs are offered to our ELLs for the Title 1 after school program for grades 3-5. Administration details a newsletter in the two languages (English/Spanish) to all parents with the appropriate information. The letter contains a tear-off section which the parent fills out with the students name, class and granting permission to participate in the after school program. They are return on a timely manner. All students are grouped heterogeneously and afforded equal access to all school programs. Extended Day (Afternoon) Program: September 2013 – June 2014; Monday through Wednesday for 37.5 minutes per day, students in grades 1, 2, 3, 4 and 5 work in small groups to read and respond to literature. Teachers work with the students in small groups, provide differentiated instruction, and reinforce the strategies for reading comprehension and Test Taking in small group settings. AIS providers use Great Leaps which includes strategies for fluency in reading in a small group setting.

English Language Learners and SWD are invited to participate in the After school Program: November, 2013 – May, 2014; 5 classes (beginning, intermediate & advance) of approximately 10–15 students in each class. On Tuesday and Wednesday for two hours each day, students in grades 3–5 who are ELLs, struggling students who received level 1 or 2 on the NYS ELA exam, or students who performed below level on the Acuity and NYSELAT Assessments are invited to participate. Students work in small groups to review reading strategies, vocabulary comprehension and math by using manipulatives and differentiated instruction. Test prep is also conducted.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Paste response to question here:

The instructional materials that are used to support our ELLs for ESL: Ready Gen which is used for ELA instruction includes trade books at different levels. In math, the Go Math program is available in English and Spanish with consumable books. Reading, math and research programs are available for the students in the computer lab.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Paste response to question here:

In order to address the critical needs of the increasing population of ELL's students, our school has implemented a program of intensive instruction in through the Reading Streets for K-2 and Ready Gen for 3-5. Students in grades K-5 receive a 90-minute literacy block. Beginners and Intermediate students, receive 90 minutes, Advanced ESL students receive 45 minutes of ELA. For our math program we use the Go Math curriculum. Students in the Bilingual Kindergarten class receive 45 minutes of Spanish instruction. All ESL beginner/intermediate students receive 90 minutes and advanced students receive 45 minutes. During the literacy block, our teachers use the reading program, which is aligned with the Common Core Learning Standards.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Paste response to question here:

All required instructional services and resources are age and grade appropriate. Materials are aligned to differentiate according to the needs of the students. Vocabulary, scaffold materials, pictures, audio books, and graphic organizers are available with the

Reading Streets, Ready Gen and Go Math programs. In grades K-2 Reading Streets provides phonics, phonemic awareness, vocabulary and ELL support. In the grades 3-5 Ready Gen program has structures to support the ELLs and struggling students. In grades K-5, Go Math provides manipulatives, and hands-on projects that allow students to succeed.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Paste response to question here:

Newly enrolled students are made to feel right at home when they come to P.S. 75. The parent and student are given a tour of the school and introduced to their teacher and classmates on the first day. Students are assessed as soon as they are admitted and academic goals are established. Goals and objectives are set for each individual. Students are paired up with buddies during the school day. Students are given formal and informal assessments regularly to monitor their growth in their basic interpersonal skills and cognitive academic language. They are also afforded a meet and greet with teachers at their first attendance day so as to lower their affective filters.

The PTA and/or parent coordinators set-up workshops for parents as well as students to attend to better immerse themselves in the community. All correspondences to parent are sent in the desired language and on a timely manner.

18. What language electives are offered to ELLs?

Paste response to question here:

Our ELLs are not offered language electives at this point as we are an elementary school however, we do offer a transitional bilingual program in Spanish. Resources and materials in their language.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. 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 here:

P.S. 75 does not have a dual language program at this time.

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions here:

Professional Development is an integral part of our literacy development program at P.S. 75. We offer ongoing professional development in various areas. Ongoing ELA planning sessions of curriculum for Ready Gen aligning to Common Core including Danielson Framework, Depth of Knowledge as well as point of entry of our ELLs and Special Needs Students. Go Math planning sessions and looking at strategies to support ELLs in Math instruction. Results of the Reading Assessments including, NYS Math Assessments and individual reading assessments are used for planning to improve school performance and provide professional development sessions based on student need and teacher input. During the school year, teachers complete a needs assessment survey to support their classroom instruction. In addition, formal and informal observations of teachers delivering classroom instruction are tools used to determine the areas in need of additional professional development. Teachers attend in-house professional development on selected days, as well as common preps. Teachers attend off/on-site professional development provided by the Ready Gen, Go Math, CFN, TWEED and other associations relating to ELLs are recommended for teachers to attend throughout the year.

Professional Development addresses the needs of Bilingual/ESL teachers and other teaching staff, including the parent coordinator and secretaries. Administration coordinates and facilitates the ongoing workshops throughout the 2013–2014 school years. Teachers receive in–depth professional development in ESL strategies to ensure that English Language Learners’ (ELLs) performance demonstrate on-going progress and gains. These workshops are provided in small groups by grade levels, subjects or topics with hands–on activities. Staff members engage in learning, in a collegial atmosphere. As part of the professional development, teachers are involved in inter–visitation, peer support, modeling and reading professional development sessions. Teachers are paid per session or training rate as part of the collective bargaining agreement.

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

1. Use and application of the Common Core Learning Standards/City Wide Expectations
2. Curriculum Alignment with DOK, UDL, and CCLS through planning sessions for English as a Second Language in reading, writing, listening and speaking.
3. Danielson Framework
4. Basic Interpersonal Skills vs. Cognitive Academic Language.
5. Informal and formal Assessments
6. Scaffolding tasks for the ELL
7. NYSESLAT Test Training for all General Education/Bilingual Teachers
8. Running records
9. Integration of Common Core Standards with ESL learning standards.
10. Response to Intervention
11. Blooms Taxonomy - Questioning Techniques

In preparation for transition from elementary to middle school, administration, guidance counselor, PTA and parent coordinator meet with parents and students. Information regarding the different choices, middle school directory and application are addressed. Students and parents are invited to visit different middle schools in the community and are greeted by administrators and staff. During an assembly, students are presented with information on the schools’ expectations and requirements. Students are able to ask questions and get feedback on their concerns.

Staff members are provided the minimum 7.5 hours of ELL training during faculty conference, grade conferences, and in-house professional development workshops. Teachers attend the Ready Gen and Go Math planning sessions out of the school building provided by CFN or DOE. These professional development sessions are conducted throughout the school year.

One of the improvements we will implement is increase professional development for Bilingual Teachers and personnel working

with

ELLs. In these sessions teachers will analyze their student's data from the NYSESLAT, ELA, Math and Science. The reading program that K-2 teachers utilize is Reading Streets, which provides access and multiple entry points for students. Sessions for academic vocabulary will be embedded in our curriculum. The curriculum is aligned to the Common Core Standards and conforms to the City-Wide expectations. Curriculum mapping and lessons have been updated to include the Common Core Learning Standards, Depth of Knowledge, as well as UDL.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

Paste response to questions here:

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

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

- The Ridgewood – Bushwick Parent Coalition
- Hope Gardens Multi Service Center
- Jaime Alvarez Gardens
- Penny Harvest
- Million Father March

Learning Leaders

- Legal Lives – sponsored by the N.Y.C. District Attorney's office; Assistant District Attorney provides weekly classroom instruction to students; students visit a courtroom, engage in a courtroom scenario arranged by the teacher and district attorney, and participate in a radio program on Radio New York—91.5 fm.

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

Workshops such as:

Welcome Orientation for all students

Safety Orientation

Anti-Bullying

How to support you child at home (ELA/Math) through the school year.

Common Core State Standards and Instructional shifts

NYSESLAT Support for Parents

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

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

- The Ridgewood – Bushwick Parent Coalition
- Hope Gardens Multi Service Center
- Jaime Alvarez Gardens
- Penny Harvest
- Million Father March

FDNY CPR Training Unit

Woodhull Hospital

Food Bank Cookshop Program for Parents

Learning Leaders

- Legal Lives – sponsored by the N.Y.C. District Attorney’s office; Assistant District Attorney provides weekly classroom instruction to students; students visit a courtroom, engage in a courtroom scenario arranged by the teacher and district attorney, and participate in a radio program on Radio New York—91.5 fm.

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

Workshops such as:

September, 2013 - Welcome Orientation for all parents

Million Father March

October, 2013 - Safety/Anti-Bullying Orientation

How to support you child at home (ELA/Math) through the school year.

How to improve your child’s homework skills.

Instructional shifts

City-Wide expectations

November, 2013 - Medicaid and SNAP information

December, 2013 – After School Program/upcoming events

January, 2014 - June 2014 Cookshop for families

February, 2014 – ELA Common Core Learning Standards

March, 2014 – Math Common Core Learning Standards

April, 2014 – FDNY CPR Training Unit

May, 2014 - Health workshop

4. The parent coordinator invite parents to fill out a selection form survey with the types of workshops parents would like to participate in through the year. The survey has a tear-off slip which the parent indicate their choice and available time. Parental involvement activities address the needs of the parent and their children.

E. 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.

Paste response to question here:

Part VI: LAP Assurances

School Name: Mayda Cortiella

School DBN: 32K075

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dr. Y. Williams	Principal		1/30/14
Ms. M. Moncayo	Assistant Principal		1/30/14
Mrs. L. Belardo	Parent Coordinator		1/30/14
Ms. M. Lazarev	ESL Teacher		1/30/14
Ms. Tina Marie Rodriquez	Parent		1/30/14
Mrs. A. Bermudez/Bilingual	Teacher/Subject Area		1/30/14
Mr. Valerio	Teacher/Subject Area		1/30/14
4N/A	Coach		1/30/14
4N/A	Coach		1/30/14
4Ms. F. Nakhla	Guidance Counselor		1/30/14
4Ms. D. Concepcion	Network Leader		1/30/14
Ms. Sosa-Ramos	Other <u>ESL Coordinator</u>		1/30/14
	Other		1/1/00
	Other		1/0/00
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **32K075** School Name: **Mayda Cortiella**

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

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

Part A: Needs Assessment Findings

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

We have office staff and parent coordinator to translate whenever there is a need for translation. The parent coordinator will make appointments to accommodate parents that need a translator to communicate with the teachers. Documentations are translated by school staff during non-school hours or by the PTA from English to Spanish to ensure that information is understood by parents. Parents receive information in their native language in a timely manner whenever notifications are sent home. School Messenger is also being utilized as a form of communication to parents on all school events in English and Spanish.

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

The major finds are that we have adequate staff to help with the translation of documentations that need to be sent home. However, we found that during Parent Teacher Conference, we need more staff at hand to help with oral interpretation.

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.

The school will translate all documents sent home. Documents sent home will be translated in a t least one to two weeks ahead of time. All documents are translated due to the large population of ELLs in Spanish. School staff or parent coordinator will provide written translation service in-house when these services are needed. These services will be provided in house and paid accordingly to the translator. Our bilingual school secretary translates all letters that go home in Spanish and all other letters ar translated by the DOE translation unit. Translation funds are allocated to support this service throughout the year.

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.

Oral interpretation will be provided during Parent/Teacher Conference Day/Night and/or meetings to non-English speaking parents (Spanish). The shool will have the parent coordinator provide interpretation when needed. In-house school staff also provides oral interpretation services as well.

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

The school will translate any and all documents to communicate effectively with parents. School staff and parents coordinator will provide oral and written translation to those who need the service. Our school will provide translation and interpretation services in the appropriate languages and instructions on how to obtain such services. In the main office, our school has posted the languages that are available and a copy of such written notification can be obtained in the main office. Our school safety plan contains procedures for ensuring that parents in need of language assistance services are not prevented from reaching the schools's adminstrative office solely due to language barrier. We have in-house staff to provide both written and oral translation when needed. Our school population has more than 10% of parents that speak a language other than English; therefore, we translate all documents that go home in both English/Spanish to ensure information is transmitted in a timely manner.

As per the Chancellor's Regulation, translation posters and cards are conspicuously posted throughout the building. In addition, key personnel, including the Guidance Counselor, the Parent Coordinator, the PTA, the Main Office and the Security Agent have the translation card and are able to afford parents the opportunity to use the over-the-phone translation service, as indicated on the card.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Rationale:

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

Subgroups and grade levels of students to be served:

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

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

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

Schedule and duration:

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

Part B: Direct Instruction Supplemental Program Information

Language of Instruction:

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

and types of certified teachers:

Types of Materials: The Kaplan program

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

Part C: Professional Development

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

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

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

Part D: Parental Engagement Activities

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

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

Part D: Parental Engagement Activities

- how parents will be notified of these activities

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

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget

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

Allocation Amount: \$

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