



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: THE EMILY DICKINSON SCHOOL
DBN (i.e. 01M001): 03M075
Principal: ROBERT K. O'BRIEN
Principal Email: BOBRIEN@SCHOOLS.NYC.GOV
Superintendent: ILENE ALTSCHUL
Network Leader: PETRINA PALAZZO

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
Robert O'Brien	*Principal or Designee	
Lisa Wilson	*UFT Chapter Leader or Designee	
John Decatur	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Mariana Souto-Manning	Member/ Parent	
Jennifer Friedman	Member/ Parent - Chair	
Carolina Graham	Member/ Parent	
Lea Mansour	Member/ Parent	
Eileen Shostack	Member/ Teacher	
Mayra Fernandez	Member/ Teacher	
	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.

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

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.

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

Instructional Strategies/Activities

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

Grade teams are establishing the math curriculum for the year based on the recommended units of study identified in the common core library. Each goal cycle will have a 'bundle-like' extended word problem which will serve as an assessment. Each activity will be supported with 'talk moves' that help students develop expanded academic language. On-going professional development and supervision will support teachers in deepening their students' capacity to engage in higher-level mathematical reasoning and represent their thinking in writing. The fourth and fifth grade and math teacher teams will be responsible for this work. The activities will coincide with the goal cycles and culminate in the third cycle goal analysis (June 2014). The administrators will monitor and support teachers in their efforts.

1.

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

1. The fourth and fifth grade and math teacher teams will be responsible for this work. The administrators will monitor and support teachers in their efforts.

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

1. By June 2014, 70% of Hispanic boys in grades 4 & 5 will demonstrate growth from the second goal cycle to the third goal cycle.

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

1. The activities will coincide with the goal cycles and culminate in the third cycle goal analysis (June 2014) The first goal cycle ends November 1st and the second ends February 28th.

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

1. Teachers are implementing the new CCLS 'Go Math' curriculum and supplementing with material from 'Engage NY'

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).

- Parents have been made aware of the grade goals and curriculum at 'curriculum morning' and during the PT conferences. The school will host a parent workshop and a Math Night to support parents in understanding the importance of mathematical reasoning.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										
<ul style="list-style-type: none"> Fair Student Finding (FSF) will be used to support this activity. Vertical and horizontal teacher teams will be responsible for the work. Professional development will be provided by the AUSSIEs and the Assistant Principals. Title I Funding. 										

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.
Students will demonstrate progress in using evidence to support arguments in informational writing across all subject areas including science and social studies. Sixty-five percent of Hispanic Boys in grades 4 and 5 will demonstrate progress of at least one level in answering extended word problems from goal cycle one to goal cycle three as judged by a previously established rubric and graded through a LASW (Looking at Student Work) protocol.

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

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. Each grade has established UBD units of study to support the ELA CCLS. Within each unit is a 50% division of fiction and informational texts and projected writing assignments designed to deepen the students' capacity to understand and engage in argument. Professional development and supervision by administrators will be designed to support teachers in this work. Teachers will be evaluating student work through a LASW protocol and by using a common rubric.
B. Key personnel and other resources used to implement each strategy/activity
1. The fourth and fifth grade and math teacher teams will be responsible for this work. The administrators will monitor and support teachers in their efforts.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. By June 2014, sixty-five percent of Hispanic boys in grades 4 and 5 will demonstrate progress in constructing and presenting an argument from goal cycle two to goal cycle three as judged by a previously established rubric and graded through a LASW protocol
D. Timeline for implementation and completion including start and end dates
1. The activities will coincide with the goal cycles and culminate in the third cycle goal analysis (June 2014) The first goal cycle ends November 1 st and the second ends February 28 th .
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Teachers are implementing Expeditionary Learning and supplementing with material from "Engage NY".

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).

- Parents have been made aware of the grade goals and curriculum at 'curriculum morning' and during the PT conferences. The school will host a parent workshop and a Math Night to support parents in understanding the importance of mathematical reasoning.

Budget and Resource Alignment

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

X	Tax Levy	X	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.

- Fair Student Finding (FSF) will be used to support this activity. Vertical and horizontal teacher teams will be responsible for the work. Professional development will be provided by the AUSSIEs and the Assistant Principals.
- Title 1 Funding.

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.

To improve the proficiency in literacy of boys across sub-groups who have under-performed on the spring ELA. Sixty-five percent of identified boys will grow three or more levels on the Fountas & Pinnell scale over the course of the year.

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.

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

Instructional Strategies/Activities

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

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

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

1. A combination of professional staff and volunteers will craft a tutoring and PBIS program for targeted students designed to raise their proficiency and their academic self esteem. In addition to the Me Read and How guide, each volunteer will have access to high quality graphic novels and reading materials.

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

1. Student attitude to school will be evaluated by a pre and post questionnaire. F & P levels will be recorded and compared between each goal cycle.

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

Over the course of the school year Sixty-five percent of identified boys will grow three or more levels on the Fountas & Pinnell scale over the course of the year. Progress monitoring will occur during the goal cycles.

1.

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

The guide *Me Read and How* (Ontario teachers report on how to improve boys' literacy skills) will used as a primary resource for designing professional development and choosing activities. Brenda Gilmartin, SLMS, will provide overall training and guidance.

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).

- Parents have been informed on a individual basis and are requested to sign their child's reading log each night. Parents will be invited to an evening to celebrate their child's progress.

Budget and Resource Alignment

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

X	Tax Levy	X	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.

- Fair Student Finding (FSF) will be used to support this activity. Teachers and volunteers will support students in a tutorial program to support increased literacy skills.
- Title 1 Funding.

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.

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.

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

**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 *TA 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.
All teachers are highly qualified. Only HQ teachers are considered for employment.

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).
A professional development plan has been created and is complemented by the work of CFN 606.

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 <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
FSF and title I funds are used to address the special needs of specific populations.

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.).
The turning five process supports zoned pre-k students in early intervention.

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 assessment plan is in part written by each grade team.

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).

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**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 03	Borough Manhattan	School Number 075
School Name The Emily Dickinson 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 Robert K. O'Brien	Assistant Principal Alida Grafals and Ravanda Oden
Coach none	Coach none
ESL Teacher Miroslava Heranz	Guidance Counselor Julia Garcia
Teacher/Subject Area Benneyly Peralta, Dual Language	Parent Hector Rios
Teacher/Subject Area Abigal Salas, Dual Language	Parent Coordinator Ana Gomez
Related Service Provider Shelley Linenbach	Other Grasilel Liriano
Network Leader(Only if working with the LAP team)	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.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	12	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	3

D. Student Demographics

Total number of students in school (Excluding Pre-K)	616	Total number of ELLs	90	ELLs as share of total student population (%)	14.61%
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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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)	2	2	2	2	2	2								12
Freestanding ESL														
SELECT ONE	4	4	5	5	4	4								26
SELECT ONE														0
Total	6	6	7	7	6	6	0	0	0	0	0	0	0	38

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	90	Newcomers (ELLs receiving service 0-3 years)	64	ELL Students with Disabilities	27
SIFE	3	ELLs receiving service 4-6 years	16	Long-Term (completed 6+ years)	1

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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										0
Dual Language	41	5		13			1			55
ESL	33	2		2						35
Total	74	7	0	15	0	0	1	0	0	90

Number of ELLs who have an alternate placement paraprofessional:

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

*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	EL	EP																
SELECT ONE	13	35	7	43	6	42	6	37	10	36	13	29							55	222
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	13	35	7	43	6	42	6	37	10	36	13	29	0	0	0	0	0	0	55	222

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: <u>19</u>	Asian: <u>2</u>	Hispanic/Latino: <u>125</u>
Native American: <u>5</u>	White (Non-Hispanic/Latino): <u>53</u>	Other: <u>5</u>

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	6	3	2	5	3	3								22
Chinese		1			1									2
Russian		1		1										2
Bengali														0
Urdu		1	1											2
Arabic														0
Haitian		1												1
French														0
Korean			1											1
Punjabi														0
Polish														0
Albanian														0
Other		1		2										3
TOTAL	6	8	4	8	4	3	0	0	0	0	0	0	0	33

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)	20	6	1	1	1	2								31

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)		3	2	3	6	6								20
Advanced (A)		4	7	10	7	9								37
Total	20	13	10	14	14	17	0	0	0	0	0	0	0	88

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	14	1	1	0	16
5	8	3	1	0	12
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									0
4	6		5		4		0		15
5	6		4		1		0		11
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	3		4		4		0		11
8									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)	3	7	5	5	9	11	15	15
Chinese Reading Test								

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.

Over the past several years we have used Reading Three D in English and Spanish to assess comprehension and reading fluency in K-2, and in grades 3-5 we have used Reading Three D for English and the WRAP for Spanish. Presently we are beginning to use Fountas and Pinnell Benchmark assessment K-5 in English. We also use Preventing Academic Failure (PAF) which is a research designed program to support reading fluency and decoding skill. All children are administered the PAF proficiency tests in English for grades 1 and 2. In Spanish we use Estrellita, a researched based Spanish decoding and fluency program. Here we use the proficiency tools to measure Spanish fluency. We find that data from these assessment tools reveals that our ELLs often do not perform at benchmark levels. Consequently we target these children for additional periods of small groups to support and build vocabulary and fluency skills in English.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data reveals that most of the ELLs in our program remain at the Beginner level for no more than two academic years. Those students at the Beginner level are in grades K-1 or are newly enrolled or SIFE students. In grades 1-5 there are 22 students scoring at the Intermediate level and 37 students scoring at the Advanced level. This data reveals that the majority of our ELLs are at the Advanced level, followed by students at the intermediate and the smallest number attaining Beginner level status. Paste response to question here:
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](#))

One consistent pattern we have seen across the scores in all four NYSESLAT modalities is that our ELLs tend to perform the lowest in the writing sections. The ESL teacher emphasizes writing during the push in periods. She collaborates with classroom teachers who have ELLs in their classrooms and incorporates and assists with the writing process, working with small groups during the push in time. Conferencing takes place and revision and editing is practiced on a regular basis. The DL teachers are aware that ELLs in their classroom require extra help with their writing and they incorporate peer editing, note taking techniques, and other writing support strategies during the writer's workshop model. Paste response to question here:

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?

4.a) The patterns across proficiencies in grades K to 5 when looking at the NYSESLAT scores indicate that students' proficiency levels improve a great deal after grade two. Most of our Beginner level ELL students are found in grades K and 1. As these students move up in grade their proficiency levels improve a great deal. After grade two there are no Beginner level students. The majority of the ELL population reach the Advanced level after grade 2. ELLs taking tests in English do better as compared to ELLs who take tests in the native language.

4.b) The ESL teacher works with a small team of teachers, Ms. Montes and Ms. Liriano who are dual language special education teachers who provide student services to students in grades K-5. Ms. Grafals, the AP, oversees the administration of the ELL Periodic Assessment. Ms. Herranz, the ESL teacher tests the 5th grade population, Ms. Liriano tests the 4th grade population and Ms. Montes tests the 3rd grade population. Ms. Herranz and Ms. Grafals ensure that proper testing conditions are maintained and students with EIP's are accommodated properly. School leadership is hesitant to use the ELL Periodic Assessments due to the results. The Periodic Assessments is very confusing and students experience anxiety and as a result don't do well. The Listening section of the assessment is especially confusing. Students fair better in the reading and writing section but overall don't do well. The Assessment comes early during the school year, in Oct. or Nov. and students aren't prepared to take such assessments. Students verbalize their displeasure and confusion over the Listening part.

4.c) We are currently administering the ELL Periodic Assessment. Our current observations indicate that 3rd graders perform poorly, and we believe this is the case because these students are new to this type of testing. Students in grades 4 and 5 tend to do better. Generally, most students do not like to take the test. It's lengthy and the listening section is very confusing and filled with distractors and passages that are even confusing for teachers to read aloud. Students do better on the reading and writing sections. Students' native language is not used for the ELL Periodic Assessment because the test is entirely in English.

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](#).)
- Our school uses the reading benchmarks to assess students and we also keep track of the progress that take place during guided reading and how students move up. These two pieces of data guide us in planning instruction for ELLs and working towards a RTI framework that will suit our population of ELLs. Paste response to question here:
6. How do you make sure that a child's second language development is considered in instructional decisions?
- The child's second language development is assessed early on during the school year, and periodically assessed as well. Teachers use the child's level in reading, writing and math when considering instructional decisions. Teachers also take into account the ability of parents to help their child with homework. Depending on the child's needs and progression, their instructional needs change throughout the year to accommodate them as best as possible.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- a) Our EP's are assessed in the second language by taking the ELE. Classroom teachers also assess EP's in the target lanaguage based on reading levels at each cylce. Teachers keep track of reading levels based on their guided reading groups and the levels expected at each cylce. Dual language teachers also create teacher made assessments that are used to assessed their EP's throughout the year.
- b)These levels of profeciency are based on the reading levels designated at each cylce which are indicated by the WRAP assessment. Teachers also use "Go Math" assessment pieces. When looking at the ELE results for the EPs, we noticed that EPs fair better on exams, even on NL exams such as the ELE.
- c) EP's Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
- We evaluate the successs of our programs for ELLs by periodically reviewing their exam histories, and looking closely at NYEESLAT and ELE scores. This report also serves as a tool when tracking and evaluating the programs we provide for ELLs. We ask that our DL-ESL inquiry team address the changing needs of our ELL population. The feedback we get from DL teachers and the ESL teacher helps when evaluating the needs of our students. Paste response to question here:

Part IV: ELL Identification Process

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

- 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](#).)
1. The ELL identification process has a team of staff members that take part in Identifying ELLs. The members involved are the ESL teacher Ms. Herranz, the pupil accounting secretary, Ms. Garcia, our bilingual social worker Ms. Oviedo, and our bilingual A.P. Ms. Grafals. First we assist the parents in completing the HLIS and based on the child's home language determination, Ms. Herranz the ESL teacher adminisiters the LAB-R within 10 days of having admitted the student. Ms. Herranz, Ms. Garcia or Ms. Oviedo are present when the form is being filled out and they conduct the informal oral interview in English or Spanish. When we encounter parents who speak a language other than Spanish or English, we ask the family to bring in a close family member who can translate and be part of the assesment process. Presently we have an ATR that speaks Hatian Creol, and a special education para that speaks Urdu, Bengali and Arabic. When ever possible we use the DOE department of Translation and Interpretation over the phone service. We have been able to provide translations for parents who speak Korean and Chinese. 0 When a language other than English is indicated three or more times on the HLIS, the ESL teacher administers the LAB-R exam within the 10 days. After testing, the ESL teacher and the parent coordinator Ana Gomez, invite the parents of entitled children to participate in an orientation where the parents are informed of the LAB-R results and their rights as to program choice. Spanish speaking students

who do not pass the LAB-R in English are then tested in Spanish with the Spanish LAB. Ms. Herranz hands score these exams in order to attain results within the 10 days of identifying a student as an ELL. Ms. Herranz provides several opportunities for parents to take part in the Parent Orientation. The first orientation takes place during the Kindergarten pot luck which takes place during the first week of school. Ms. Herranz sends letters home to parents of newly enrolled ELLs and invites parents to choose to partake in either a group orientation or a one to one orientation. Letters go out within the first 10 days after the child's assessment. During the orientation parents meet Ms. Herranz and she explains parents choice and placement. Parent Survey form is completed at this time and parents watch the Chancellor's video.

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.
- During the month of September and October, the ESL teacher Ms. Herranz, the parent Coordinator Ms. Gomez and an Assistant Principal, Ms. Grafals, schedule meetings for parents of prospective ELLs. Letters are sent home inviting parents to participate in meeting that discuss the Dual Language Program and the ESL Program. PS 75 is well known for it's DL program. Parents are drawn to our school because of our DL program. The PTA organizes school tours to prospective parents and during the tours parents are informed of the programs we have at PS 75. The two programs available for ELLs are Dual Language, Spanish - English, and ESL through a push in and pull out model. Most meetings take place during the first period of the day. During these meetings, parents are provided with a descriptions of our Dual Language Program and our Freestanding ESL program and these options being available in our school. We explain that they are entitled to put their child in a Transitional Bilingual Program if they wish to do so and that we can help them with that transfer option. Parents who have children with a language other than Spanish and or English at home are also informed of the transfer option and freedom to move their child to any school that provides a program in that child's first language. Parents of students who are ELLs who enter PS 75 after the first two months are treated equally. The ESL teacher, Ms. Herranz tests that child with in a ten day window and meets with the parents for a one to one orientation and to inform them of their options.

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](#)].)

All HLIS are placed in the student's cumulative folders. Entitlement letters are distributed by Ms. Herranz, the ESL teacher. Ms. Herranz keeps a log of students who have received letters. Ms. Garcia the secretary, works closely with Ms. Herranz. Ms. Garcia notifies Ms. Herranz each time a new student is enrolled and the HLIS is being completed. Ms. Herranz meets with parents on an ongoing basis throughout the year. Parent sign in sheets and agendas are also keep on file. Parents of ELLs receive letters sent out by Ms. Herranz. She is in constant contacts with parents of students that are entitled or have been in the past. All Parent Surveys and Program Selection forms are secured and stored in the ESL room. Ms. Herranz keeps files and logs that reflect these interactions and meetings. Paste response to question here:

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.

The criteria used to indentify ELL students is using the LAB-R results. The ESL teacher, meets with parents of identified ELLs to discuss program placement. Most parents registering and entering our school are well aware of the Dual Language program. Orientations are conducted in English and Spanish. Orientation takes place within 10 days of having admitted the student. Most of our ELL population is Spanish speaking. For parents with a language other than Spanish, we duplicate and provide Program Selections and Surveys in their first language. Ms. Herranz periodically reviews ATS reports as a criteria and procedure to continiously identify and update ELL information. Ms. Herranz updates information on the ELPC screen on ATS, within 20 days of identifying an ELL student. Paste response to question here:

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.

The steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) are as follows. There is an ELL testing team that consists of five teachers who have been trained on giving the test to their designated grade. Ms. Herranz runs the training. Teachers are assigned to test students on a grade that they are not teaching. The Principal and Assistant principals inform the school of the testing taking place and the need to maintain testing conditions during the first half of the day from 8:10 am to 11:30 am. The school utilizes separate locations such as resource rooms, the library and service provider rooms. Students are tested in small groups of that accommodate no more than fifteen students. Students with Special needs and IEP's are testing acoording to their IEP modifications. Testing conditions are enforced during the entire testing period. A calendar outlining teacher assignments, room, grade and modality being tested is posted for all staff to see.

Testing materials and all documents are kept under lock and key in the ESL/Special Education room. The ESL teacher, Ms. Herranz keeps track of the NYSESLAT testing, ensuring there are make up days for students who miss part of the test on an absent days. Paste response to question here:

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. [i](#)

Upon reviewing the parent Survey program Selection forms over the past few years, the trend in program choices that parents have requested are placing their children in the Dual Language Program model offered at our school. PS 75 is known for it's Dual language program and parents who enroll their child in our school are aware of the program. Parents with children in the Dual Language program continue to place other siblings and younger children in our Dual language program and have a good relationship with the teachers in the program. The trend is that Latino parents will place their child in a DL program and parents of children with other languages opt for the ESL program. Ms. Herranz has been at PS 75 for twelve years and not once has she met a parent who prefers the transfer out option and we have not met any parents who wish for a Transitional Bilingual program.

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])?
 - a. The ESL program services are delivered to students using various models. The ESL teacher pushes in four out of the six periods of teaching per day. Push in occurs in grades K-5 with classes that have four or more ELLs. During the push in model the ESL teacher collaborates with the classroom teacher to build lessons that use ESL methods, such as scaffolding, using graphic organizers, paraphrasing and charts. The classroom teacher works with mainstream students while the ESL teacher works in a designated area in the room with entitled and former ELLs. During pull out services, the ESL teacher pulls children to work in a group into the ESL classroom. The ESL teacher uses this time to supplement ELLs who are at the beginning and intermediate level who require 360 minutes a week of services. ESL teacher uses this time to support those students who require more time because they are at the beginner or intermediate level. Small group instruction, in a lab setting takes place in an ESL classroom. During this time, the ESL teacher works on academic oral language, listening comprehension, writing and the editing process. She conferences with her students to help them understand their work better and feel more confident in their classrooms.
 - b. Our program model utilizes heterogeneous, grade level classrooms with mixed proficiency levels on the NYSESLAT. Our Dual Language classes combine ELLs, former ELLs and EP students on various levels. These classrooms are also subdivided into other subgroups to provide the necessary help. During Readers Workshop proficiency levels may not match the reading level and students are grouped by reading level during that time. We utilize the ESL push in model with monolingual classes that contain 4 or more ELLs. Students receive their allotted ESL time in their classrooms from their teacher.

b. The program model used is graded, heterogeneous grouping based on mixed proficiency levels

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)?

Dual Language teachers are provided with their students proficiency levels on the RLAT. Across the grades, DL teachers provide their ELLs with no less that 180 minutes of ESL a week. For students who require the 360 minutes of ESL, teachers closely look at their curriculum and adjust their instructional time in order to serve these students. For students being provided services by Ms. Herranz, the ESL, these students receive their mandated minutes of ESL through a push in and pull out model. Ms. Herranz pushes in to classroom of ELLs providing the 180 minutes of ESL for students at the Advanced level. For students who are at the Intermediate of Beginner level, Ms. Herranz provides an additional 180 minutes of ESL using the pull out model. Students are grouped in a two ways, by grade and level and also by level, thus there are beginner level students in a group that are students from various grades. Schedules are put in place providing the appropriate number of mandated minutes. All classroom and program schedules are kept by the principal in the main office. Paste response to questions here:

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.

During Content area instruction the DL teachers use the designated language of the day, Spanish or English, to teach the content areas. Sustained silent reading, writing, and math are taught every day. Science is taught in English. The lower grade Science teacher Ms. Hardy, provides students with visuals to help them understand content. The upper grade Science teacher Mr. Poe, works closely with the ESL teacher Ms. Herranz. She pushes in for grades 3-5. Presently Ms. Hardy and Mr. Poe are using various FOSS units. During the Science push in time, Ms. Herranz provides language scaffolding, works with small groups during the Science Lab periods and helps ELLs with hands on experiments and activities. Students are encouraged to make connections and share background information and experiences that will help them better understand and make connections with what they are learning. Dual Language teachers and the ESL teacher use graphic organizers and questioning strategies to provide support of the ELLs. Classroom teachers group their students and conference with each group at least twice a week to ensure that students are on task and understand what is expected of them. Language development is encouraged through the oral presentations of summaries, findings, and opinions based on projects or readings. The ESL teacher pushes in during specific

time slots when reading and writing are taking place in the classroom. This can happen during content lessons. During this push in ESL time the ESL teacher works with a group of ELLs and any other children who would benefit from scaffolding and other ESL strategies. All classroom teachers use "Go Math." Paste response to question here:

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

We have recently purchased Fountas & Pinnell Reading Benchmarks for grades K-5. All classroom teachers are using this assessment to assess their students in English. For the Spanish speaking ELLs in our Dual Language program, we have used Reading Three D in Spanish for grades K to 2. Students in grades 3-5 are assessed with the WRAP assessment tool in Spanish. Math and Science both have assessment pieces that are given in Spanish. Alternate writing units are covered in Spanish and then children are accountable for meeting CCSS in Spanish. ELLs in general education classes are assessed in English with modifications to make the language accessible. The ESL and classroom teachers reread, paraphrase and explain vocabulary several times before assessment is recorded. ELLs are given more time to understand assignments and work in small groups during assessment. We have been fortunate to have tutors from the JCC volunteer program that work with our new arrivals in their native language as they acclimate to their English environment. These volunteers are in classroom with ELLs and Dual Language classes. They are part of the academic day and are in the classroom on a regular basis, working with ELLs in small groups or one to one. Assisting them with rereading and writing tasks. They follow a program that is agreed upon when schedules are put into place. Paste response to question here:

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

Dual Language teachers and the ESL are aware of the four modalities students are tested on and as a result they incorporate all four in their lessons on a daily basis. These teachers schedule reading and writing during their readers workshop time. Every classroom in our school has read alouds followed by questioning and small group conferencing to help students practice academic oral language. There is a daily focus, per content area, on vocabulary, oral language development and guided reading. Teachers ask students to keep work in folders. Teachers review student work on a weekly basis. Informal evaluation takes place during the small group meetings. Paste response to question here:

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).

a. Dual Language teachers and the ESL teacher plan adequately for SIFE students by creating mini lessons to facilitate what is being taught. SIFE students often work with another teacher or adult volunteer, to guide them in completing the outcomes and expectations of a task. They are often in a small group during class work time. Whenever possible we try to provide NL support. These students require more time to complete assignments and more adult guidance. All SIFE students who are Spanish speaking are placed in a DL program. These students spend more time in school as they are asked to participate during extended day or any after school program that will help them. The ESL teacher works with these SIFE students every day. They are part of the pull out program. The focus tends to be vocabulary, oral language development, phonemic awareness, handwriting and guided reading. These children are also invited to partake in our "Early Bird" reading program, which runs Mon. through Thur. from 7:30am to 8:10am. Each child is paired with an adult for one to one reading and retelling. We have been fortunate to find volunteers that speak Korean, Chinese and Spanish.

b. Our instructional plan for ELLs who have been in the US schools less than 3 years, is to have these newcomers participate in rigorous test preparation lessons. This is the largest ELL population in our school. These ELLs receive their appropriate minutes of ESL and participate in a morning reading program called "Early Bird" which is a great literacy support we have in our school that is run by volunteers and some staff members. These children are grouped by level during reading and math instruction and are carefully monitored by teachers. We also invite these students to work with an after school program that takes place from 3 to 5pm. It is run by Columbia Universities Teaching Fellows. Students experience read alouds and have the opportunity to work in small groups to complete assignments. Oral language is practiced. There are 2 to 3 adults in each room working with a group of 10 students or less.

c. Our plan for ELLs who fall into the 4-6 year category, which we target as "At Risk" and assign staff members who are service providers to develop challenging goals and work with these students several times a week, in order to help them move up. We have a small number of ELLs that fall into this category. The ESL teacher reaches out to parents and encourages them to find further academic support beyond school hours. These students are invited to attend Title III program. The focus is to help students do better on the NYSELSAT. They also take part in the Saturday Academy which focuses on test readiness in Math and ELA.

d. Fortunately, we have only 1 long term ELL and this student is in a DL class. This child is also a special needs child. We provide many resources which include service providers that work with him during the day and he is part of extended day.

e. Our plan for former ELLs is to treat these children like ELLs, and we continue to provide ESL services for them as much as possible. The DL teachers provide ESL instruction daily and the ELLs in the monolingual classes receive at least 2 to 3 periods of ESL services a week with Ms. Herranz during the push in or pull out program. Most of these former ELLs are placed in push in classes in order to provide continued services for them. These students get the testing accommodations that they are entitled to, that being separate location with time and a half.

Paste response to questions here:

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?

We meet the needs of our ELL-SWDs by placing these students in the least restrictive environment and putting them in CTT classes. These classes follow the same curriculum and schedule that regular education classes follow. Our CTT classrooms have a certified Special Ed. teacher teaching alongside with a regular Ed. teacher and provide students with frequent small group instruction during all content areas.

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?

We have a number of providers that push in to classrooms and provide support to students during literacy and math periods. This year we have an IEP teacher, Ms. Linenbach. She provides ICT and SETSS services to monolingual classes with ELLs. Ms. Linenbach ensures that all teachers are aware of IEP goals for the students in their class. Ms. Linenbach provides push in services while the ESL teacher is also providing push in services. Our ELLs with Special needs are placed in the least restrictive environment and are closely monitored by Ms. Linenbach and the classroom teacher. Paste response to question here:

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/English		
Math:	Spanish/English		
Science:	English		

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week

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

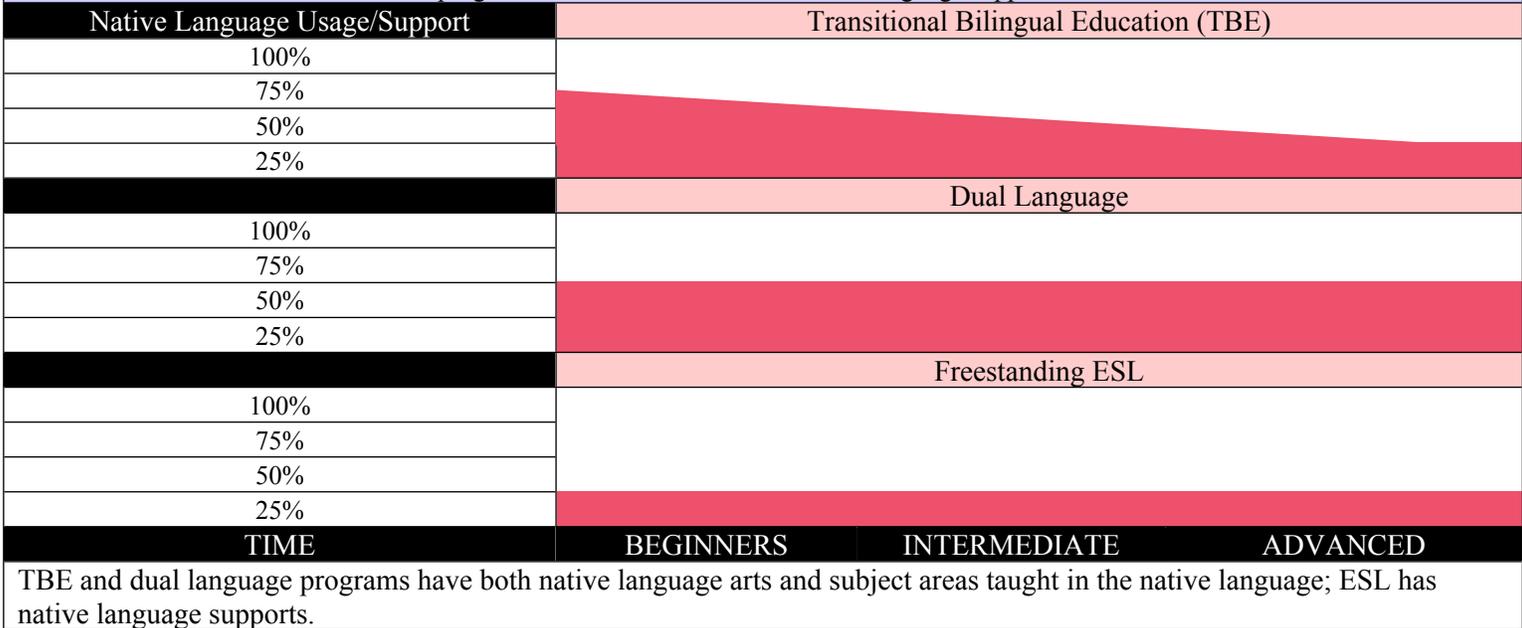
	Beginning	Intermediate	Advanced
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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.



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.
- Our targetted intervention programs for ELLs who have below a 2 on the ELA and Math City Wide exams involves inviting these students to participate in after school help through a test prep program. We also have a large group of knowledgeable tutors who have been working at our school for over 3 years. They work with small groups of 2-4 ELL students, providing extra help in which ever content area the student needs most. Most of these programs are provided in English with some help in Spanish. Paste response to question here:
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our DL program provides our ELLs with the opportunity to learn in their native language and English. Our ELL population progressively does well on the NYSESLAT. Most of our ELLs in grades 3-5 are at the Advanced level. Content and language development is taught every day in our DL classes and our monolingual classes with ELLs in them. Ms. Herranz, the ESL teacher meets to discuss curricula and the needs of our ELL students. Paste response to question here:
11. What new programs or improvements will be considered for the upcoming school year?
- This upcoming school year we aim to improve the work that goes on within our Inquiry teacher teams. The ESL/DL Inquiry team is currently working on creating a curriculum calendar for 2013-14 that serves as a map, when looking at what's being taught across the grades. Paste response to question here:
12. What programs/services for ELLs will be discontinued and why?
- We do not plan on discontinuing any services. Paste response to question here:
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Our Bilingual Guidance Counselor, Ms. Diaz, along with our parent coordinaor Ms. Gomez and our ESL teacher, Ms. Herranz, are available to meet with parents to inform them of supplemntal serives offered at our schoo. We send written, translated notices hom to all families.Paste response to question here:
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Instructional materials currently used to support ELLs are classroom libraries, computer based research projects, computer aided instruction and guided reading leveled books. Teachers use the Fontes and Pinell Benchmark Assessment in English. Some teachers use iPads to complete the assessment while others use paper copies. We also utilize "Go Math" in English and Spanish. "Go Math" offers a variety of student workbooks, enrichment activities and reteaching activities that are alligned to the CCLS. Teachers are currently being introduced to Core Knowledge.Paste response to question here:
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support is delivered through a 50/50 model in the DL classes. All content areas except for Science, are delivered using both languages. The DL teachers provide additional support in Science for students who require that need and reinforcement in the native language. The ESL model, push in and pull out, utilized by Ms. Herranz the ESL teacher, also provides Spanish native language support on an "as needed" basis. Ms. Herranz pushes in during Science to provide additional supoort to ELLs and former ELLs. Methods used include paraphrasing, using visuals, graphic organizers and specific modeling of taking notes and making references to the text.Paste response to question here:
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Required services and support and resources correstond to ELL's ages and grade levels. Ms. Herranz the ESL teacher shares a room with the IEP teacher Ms. Linenbach, a SETTS teacher, Mr. Martin, and five other service providers. These teachers meet informally on a regular basis to ensure that ELLs are properly serviced in each grade and according to their IEPs.Paste response to question here:
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.
- Newly enrolled Spanish speaking ELLs are given the option to enroll in the DL program. During the first two weeks of the program, each grade plans a curriculum morning or evening pot luck dinner. Parents are invited as well as their children. Teachers get to meet and discuss any questions parents may have concerning the academic year. Paste response to question here:
18. What language electives are offered to ELLs?
- We do not offer language electives.Paste response to question here:

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)?

a. Our DL program utilizes the 50/50 model. Classrooms are heterogeneous but classroom teachers also group and pair off students as a way to differentiate instruction and encourage cooperative learning. All curriculum areas are administered in the language of the day, alternating between English and Spanish. Each room has two libraries, one for each language. Each library has a variety of levels and genres.

b. Our EPs and ELLs are integrated during the entire school day. Spaces are shared where students come into contact with each other on a regular basis and students share lesson experiences that are taught by specialist. For example, in Science, each grade is working on a specific unit and charts display student work from each class.

c. Our DL teachers are presently working out a language schedule for grades 1-5. Ideally we'd like to have all DL classes teach in Spanish on Mondays and Wednesdays, English on Tuesdays and Thursdays and on Fridays Spanish is taught during the first part of the day and English after lunch. We use the 50/50 English/Spanish language model and all content areas are taught in the language of the day. Kindergarten teachers use the roller coaster model where they begin the week with Spanish and the following day it's English.

d. The DL model used at PS 75 is a self-contained model. We have two ICT Dual Language classrooms in the 4th grade and one ICT Dual Language classroom in the 5th grade.

e. Dual Language teachers teach emergent literacy to their Spanish speaking students by organizing Spanish dominant groups within their classrooms. Guided reading groups take place every day in both languages.

Paste response to questions here:

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.

1. The professional development plan for all ELL personnel at the school include meetings that take place weekly. This year we have put into place a New Teacher Academy that meets twice a month. Dual Language teachers meet weekly on grade level. In grades K-2 teachers have focus groups that plan and implement the PAF (Preventing Academic Failure- a phonics based curriculum) program which is used during the ESL periods. Teachers also meet on the grade once a week. Teachers collaborate and plan monthly celebrations and publishing parites for students to share and display their work with parents and school community. We have several teacher led Inquiry teams that meet twice a month. Teachers are grouped into these teams by subject and not grade. Inquiry teams share out several times a year with their grade meeting colleagues. The Inquiry teams we have in place this year are: ELA K-2, ELA 3-5 , Math K-2, Math 3-5, ESL/DL team, and a techonology team. All staff members are encouraged to attend Network PDs. Our in school PDs have covered the following topics: " Measures of Student Learning," " Understanding the Universal Design for Learning guidelines," and " Executive Functions of the Brain in Children." These PDs are run by the Principal, Mr. O'Brien and our two assistant principals, Ms.Grafals and Ms. Oden. Our pupil Accounting secretary Ms. Mirna Garcia attends workshops given by the Division of Academics, Performance and Support department. Some workshops she has attended have been on STARS training, and other Citywide PDs for Payroll and Pupil Accounting secretaries. Ms. Garcia is our only secretary. She is pupil accounting, payroll and the principal's secretary. Ana Gomez, the Parent Coordinator attends PDs provided by the DOE, Division of Family and community Engagement. DJ Sheppard provids Ms. Gomez with dates and topics. Ms. Gomez has received PD on "Parent Coordinator Updates," "Kindergarten Connect Presentations," and "Providing parents with Middle School tours and information." Ms. Gomez shares this information with our parent population. The Bilingual Speech Pathologist, Ms. Campbell also attends PDs provided by the Speech Service Supervisor Ms. Alyse Block. PDs attended include "Lectures on auditory Comprehension," "Executive Function," and "Addressing the Needs of the Bilingual Population."

2. There is an ESL/DL Inquiry team that meets twice a month. The team consists of six teachers. Ms. Fernandez is a 5th grade DL teacher with over 25 years of teaching experience. Ms. Peralta is a DL 4th grade ICT classroom teacher. Ms. Salas is a 4th grade DL teacher. Ms. Montes is a DL Special Ed. ICT and SETTS teacher working with grades 1-5. Mr. Mota is a 3rd grade DL teacher and Ms. Herranz who is the ESL teacher for grades K-5. These Inquiry team is curruntly working on curriculum maps that detail the units being implemented across the grades. They discuss their ELL population and ways to incorporate Spanish instruction in the content areas. Each team member gets the opportunity to share out with grade teams and discuss agendas, findings, and topics that deal specifically with the ELL population. The Office of ELLs also offers a variety of workshops that are available to our teachers. Recently one of our teachers attended "Nuts and Bolts Training: Preparing to Serve ELLs and Their Families."

3. Our bilingual guidance counselor works closely with DL teachers and the ESL teacher in assisting ELLs in applying to middle schools. Ms. Garcia, Ms. Herranz and our Parent Coordinator Ms. Gomez, meet with parents of fifth grade students who will be graduating and entering Middle school. Information on Middle schools and the programs they have to offer is explained to parents and students. ELLs are coached i npreparing for middle school interviews. The ESL teacher, Ms. Herranz along with the guidance counselor Ms. Garcia, shcedule groups of ELLs to meet with them when reviewing their middle school applications and setting up appointments for middle school visits. Ms. Garcia attends attends workshops and PDs offered by the Network. She has attended the Mandated Child Abuse Training, Middle School Articulation and the Bloodborn Pathogens Training provided at the school level via in house online training. Ms. Martindale, a 4th grade teacher is facilitating a New Teacher Academy that meets twice a month. Ms. Martindale has worked closely with Ms. Herranz and is knowledgable in developing lessons that provide language opportunities and the reinforcement of academic language when planning in the content areas in a classroom with ELLs.

4. The minimum 7.5 hours of ELL training for all staff is covered by workshops organized by the Dual Language AP Ms. Grafals. She also asks that the ESL/DL Inquiry team turn-key information that is researchd during their Inquiry meeting times. Teachers throughout the building are sent to participate in PD workshops provided by the office of ELLs-OEL. We ask that these teachers in turn share their information with in their Inquiry or grade teams.

Paste response to questions here:

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?
 1. Our parent coordinator Ms. Gomez has an open door policy. She evaluates the needs of our population through meetings and private interviews. Ms. Gomez is bilingual and works closely with our PTA. Together they organize after school programs that serve ELLs and EPs. The PTA helps the Parent Coordinator with the grade pot-luck dinner at the beginning of the year. Parents are invited to visit classrooms during celebrations, publishing parties and the Principal-Parent Chat that take place monthly. Ms. Garcia and Ms. Gomez partner up to provide workshops for parents of ELL students. Some topics include: a) How to help your child with their homework. b) Selecting books and reading with your child. c) Learning about free and local resources, such as libraries and universities that allow parents and their children to use computer labs and facilities.
 2. Our PTA provides for two aids in our DL Kindergarten program, on a half day basis.
 3. At our school we have a very active PTA and our parent coordinator Ms. Gomez is present every morning at the entrance of the school. Ms. Gomez also assists with dismissal and oversees students as they are picked up by after school programs that are offered through our PTA and other agencies such as Booker T. Washington after school program, the Gift of Literacy after school program and a Rugby, athletics program that takes place in our gym. Ms. Gomez sends notices home regarding program times and dates. She informally meets with parents on a regular basis. She is the person who communicates with parents when issues with children take place outside the classroom during recess or after school programs.
 4. Parental involvement activities come directly from the needs that our parents population requests. Our PTA organizes school tours within our school day for new parents. Fairs and celebrations are advertised by the PTA in both Spanish and English. Parents are invited to Curriculum mornings which take place during the first period of the day during the month of September. We are fortunate to have a very active PTA in our school. They assist with Picture day, school wide celebrations and on trips. Our PTA is very supportive of our classroom teachers and provide a helping hand whenever possible. Paste response to questions here:

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: _____**School DBN:** _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Robert K. O'Brien	Principal		1/1/01
Alida Grafals	Assistant Principal		1/1/01
Ana Gomez	Parent Coordinator		1/1/01
Miroslava Herranz	ESL Teacher		1/1/01
Hector Rios	Parent		1/1/01
Benelly Peralta DL/Spec. Ed	Teacher/Subject Area		1/1/01
Abigal Salas 4 th grade DL	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Julia Garcia	Guidance Counselor		1/1/01
Brenda Garcia	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: _____ School Name: **Emily Dickinson School**

Cluster: _____ Network:

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

Part A: Needs Assessment Findings

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

In order to provide our parent population with appropriate information in a language they can understand, we look carefully at the Home Language Surveys and the informal interview section, to determine which language is will be used when communicating with them. Most of our ELLs are from Spanish speaking households. Exactly half our entire school population are children who come from Spanish speaking homes. We provide these parents with information in Spanish and English. We have a bilingual secretary, and a group of qualified Dual Language teachers who help with any translated notices that go home. For the small group of parents who speak a language other than Spanish, we contact the translation departement through the Department of Education to help us with any translations. Most of our parents have indicated on the HLIS that they prefer to receive school notices, invitations or newsletters in English. This year we have two families from China, one from Korea, one from Denmark and a russian family. These parents are capabable of communicating with the ESL teacher in English.

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

Our findings have been consistent in that we are continuously working with parents and family from households who speak English most of the time, unless they are latino households. Our oral interpretation needs are easily met because we have a large number of Spanish-English pedagogues and other school staff members who are trained to deal with parents, famlies and the immediate school community in Spanish. We are fortunate to have had such a consistent group of Spanish speaking families be a part of our school, as siblings and extended members of the family continue to enroll and opt into our dual language program. We find that our language population remains constant due to our Dual Language program which has been at our school for more than 15 years

Part B: Strategies and Activities

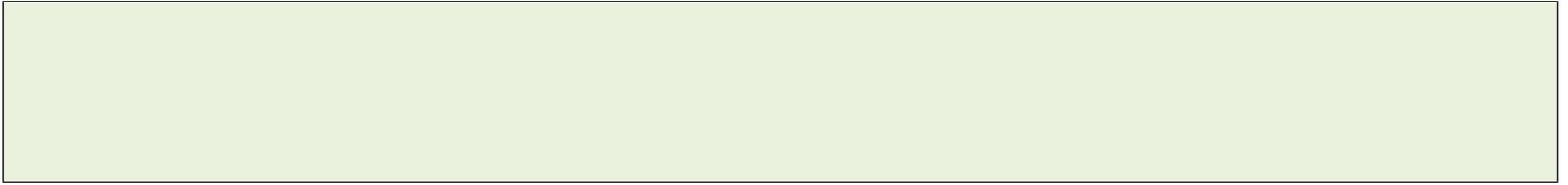
1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation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

The written translation services provided to our English-Spanish population comes from within our staff. At PS 75 a large number of staff member are bilingual in English-Spanish. All of our notices go out in both languages. We have identified the need this year for families who speak other languages at home, such as Chinese, Korean, Danish and Russian. These families have indicated that they would like to receive information in English. We are currently putting into place a procedure to translate important documents that need to go home by first sending these documents to the translation unit in the Department of Education.

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 services for Spanish speaking families is provided inhouse by staff members who are currently working with children. For the other families that speak a language other than English or Spanish, we will use the translation services provided by the DOE. These families have some understanding of the English language and often bring a family member who can help them with interpretation. We will not be using an outside contractor. We are currently looking into staff members that speak these other languages and hope to involve them as needed.

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



2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Emily Dickinson	DBN: 03M075
Cluster Leader: Christopher Groll	Network Leader: Lucius Young
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below)	
<input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 101
Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 7
of certified ESL/Bilingual teachers: 7
of content area teachers:

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

Part C: Professional Development

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

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

Part C: Professional Development

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

Part D: Parental Engagement Activities

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

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

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

Part E: Budget

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

Allocation Amount: \$11432

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	Student program: $\$50.19 \text{ per hr} \times 4 \text{ tchr} \times 36\text{hr} \{3 \text{ hours/wk for 12 weeks}\} = \7227.36 Professional Development $\$50.19 \text{ per hr} \times 10 \text{ hrs} \times 4 \text{ tchr} = \2007.60 $\$52.52\text{per hr} \times 12 \text{ hrs} \times 1 \text{ admin} = \630.24 Parent workshopsTeacher Preparation $\$50.19 \text{ per hour} \times 2 \text{ hrs} \times 2 \text{ tchrs} = \200.76 Admin Preparations $\$52.52 \text{ per hour} \times 2 \text{ hours} \times 1 \text{ admin} = \105.04 Actual workshops $\$50.19 \text{ per hour} \times 2 \text{ workshops} \times 1.5 \text{ hrs} \times 2 \text{ teachers} = \301.14 $\$52.52 \text{ per hour} \times 2 \text{ workshops} \times 1.5 \text{ hrs} \times 1 \text{ admin} = \157.56 Dual Language 12 hrs of PD, creating language goals for Common Core units. Total in per session = \$602.28	Teachers
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials	\$200	Educational Science magazines and

Part E: Budget

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

Allocation Amount: \$11432

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