

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

32K075

School Name:

MAYDA CORTIELLA

Principal:

YOLANDA WILLIAMS, Ed. D.

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Pre K-5 School Number (DBN): 32K412
School Type: Elementary Grades Served: Pre K-5
School Address: 95 Grove Street Brooklyn, New York 11221
Phone Number: (718) 574-0244 Fax: (718) 574-1051
School Contact Person: Yolanda Williams Email Address: ywillia@schools.nyc.gov
Principal: Yolanda Williams
UFT Chapter Leader: Debra Elhadri
Parents' Association President: Damaris Herrera
SLT Chairperson: Jose Paulino
Student Representative(s): _____

District Information

District: 32 Superintendent: Lillian Druck
Superintendent's Office Address: 797 Bushwick Avenue-Brooklyn, New York 11221
Superintendent's Email Address: ldruck@schools.nyc.gov
Phone Number: (718) 574-1100 Fax: (718) 574-1245

Cluster and Network Information

Cluster Number: 4 Cluster Leader: Christopher Groll
Network Number: 412 Network Leader: Daisy Concepcion

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Yolanda Williams	*Principal or Designee	
Debra Elhadri	*UFT Chapter Leader or Designee	
Damaris Herrera	*PA/PTA President or Designated Co-President	
Linda Caldwell	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Narcissa Lara	Member/ UFT	
Jennifer Hernandez	Member/ Parent	
Shalanda Gethers	Member/ Parent	
Jessica Acevedo	Member/ Parent	
Evelyn Cordero	Member/ Parent	
Jose Paulino	Member/ Chairperson	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- A) Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- B) School strengths, accomplishments, and challenges.
- C) The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

The Mayda Cortiella/PS 75 School is located in the Bushwick section of Brooklyn. We have a total of 510 students enrolled. 17.84% of our students are English Language Learners. Our Special Education Population consists of 6.86% in the least restrictive environment and 3.14% in the most restrictive environment. The goal of our mission is to empower students into becoming independent thinkers and problem solvers who are able to make wise, responsible decisions while incorporating their learning experiences and learning styles in pursuit of academic and social success. We will work collaboratively to develop a community of accountability among faculty, families, and students in order to create a safe, learning environment which promotes academic rigor. We support students by providing them with academic and social experiences that enhance their individual abilities as they become productive citizens in a global, technological society.

We are currently in collaboration with The Children's Environmental Literacy Foundation: CELF. Our students engage in activities and learn about sustainability. We are currently mentoring two schools. To ensure that all students are prepared to make wise, responsible decisions, we implemented the Core Virtues Program. Each month, students are highlighted for showing the virtue of the month. Parents are invited to a ceremony in which the students receive an award for their accomplishments.

The Mayda Cortiella/PS 75 School community is in good standing. We have an inclusive culture and our instructional goals meet all academically, socially, and emotionally student needs. The curricula are aligned to the Common Core Standards and teachers are supported through feedback using the Danielson Framework. As a school community we need to focus on assessments that inform instruction to ensure all students are successful. We have also noticed that our students have difficulty explaining their work. Student attendance is also an area of concern. We have implemented programs: 100 % certificates, classes with the highest percentage for the month receive an incentive; most improved student attendance receives an incentive. We provide workshops for parents of ill children from the local hospitals.

Our students made a 12% increase on the NYS Mathematics Assessment. This term, we want to focus on more content-based writing. This will allow us to provide students with assessments that inform instruction and provide students with the skills needed to explain their work.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

- All grades K-5 use the ReadyGen Program for ELA and the GoMath Program for mathematics. Both programs provide the Common Core Learning Standards for each lesson. Our students have shown an increase in progress for both NYS ELA and Mathematics Assessments. However, we have not been successful in closing the achievement gap for our English Language Learners and Students with Disabilities. The 2013-2014 Quality Review indicators 1.2 and 2.2 showed that as a school, we need to focus on multiple entry points and strengthen assessment practices.
- Students of grades 3-5 have shown a 2% increase in progress for the NYS ELA Assessment and a 12% increase in the Mathematics Assessments. Our focus is to continue increasing student progress and improve student performance. We have looked at student work including the MOSL administered in the Fall of 2014 and found that our students have difficulty explaining their work in writing. Our focus this year will consist of content based writing aligned to the Common Core Learning Standards.

Informed by Capacity Framework Element – Rigorous Instruction, current data and our most recent QR, there is a need to improve our school-wide instructional focus in writing which will lead to improved student outcomes. This needs assessment informed the development of the annual goal listed below.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, PS 75 students in grades Pre K-5 will engage in rigorous academic content based writing tasks aligned to the Common Core Learning Standards as measured by Common Core Standards.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 			

<p>4. Activities that address the Capacity Framework element of Trust</p>			
<ul style="list-style-type: none"> We are currently using the RadyGen Program; Scope and sequence for Science and Social Studies, FOSS Kits, non-fiction text, Web-based articles and cites. All classroom and cluster teachers will create bi-weekly assessments to check for student understanding. Teachers will design performance task and rubrics that align to the essential question for each nonfiction unit, every four to six weeks. All students will complete a culminating activity which includes a project and Common Core Learning Standards for writing: Opinion/argumentative, explanatory/informational, and narrative. Teachers will use the 80 minute collaborative planning time to develop lessons, performance tasks, and rubrics. Teachers will receive professional learning from inside and outside of the school. 	<p>All students grades Pre K-5</p>	<p>December 2014- June 2015. Four to six week cycles.</p>	<p>All classroom teachers and Cluster teachers. The Network Specialists. The principal, and assistant principals.</p>
<ul style="list-style-type: none"> To ensure all students have access to the curricula and are successful, teachers are engaging in activities in which they share best practices. <ul style="list-style-type: none"> D) Unit and lesson plans E) Data Analysis F) Inquiry <p>This work takes place on Tuesday afternoons</p> <ul style="list-style-type: none"> Teachers are attending professional learning sessions inside and outside the school that improves differentiated instruction for all students. 	<p>All teachers, including cluster teachers and students Pre k-5</p>	<p>December 2014-June 2014</p>	<p>Principal, assistant principals</p>
<ul style="list-style-type: none"> We have initiated our Superhero program in conjunction with a neighboring school. This was a six week session in which fathers/male role models in our students' lives participated in a series of workshops that showed how their role impacts student success in school. We will also have a series with mothers/female role models. Parents are invited into our school every Tuesday for 35 minutes. Each Tuesday is dedicated to ways of improving family engagement: <ul style="list-style-type: none"> A) First Tuesday, each teacher invites a maximum of four parents to discuss student progress. B) The second Tuesday, teachers plan a parent workshop pertaining to the curricula: Grade/Individual C) The third Tuesday teachers conduct a parent workshop: Grade/Individual. D) Showcase student work: Students discuss their progress and areas of need with parents. Parents receive a monthly calendar, school newsletter, and a grade newsletter. This keeps our parents informed about the events in our school. Workshops on health issues will be provided by local hospital professionals. Services for family support will be provided by The Bushwick/Ridgewood Association and The NYCCP Agency. 	<p>All Parents</p>	<p>October 2014-June 2015</p>	<p>Teachers. The parent Coordinator. PTA Executive Board. Principal and assistant principals</p>

<ul style="list-style-type: none"> Parents and teachers working together to ensure each child is successful. Distributing leadership: Teachers lead professional learning. Timely feedback from formal/informal observations. Positive feedback which allows students, parents, and teachers with strategies for improvement 	Students, parents, teachers, and administrators	September 2014-June 2015	Teachers, administrators, parent coordinator, and PTA Executive Board
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

To ensure all students engage in rigorous, academic content-based performance task, we are implementing the following resources :

- A) Flow of the day to reflect Social Studies and Science alignment to ELA daily
- B) Writing task schedule
- C) Units of Study Schedule
- D) Performance tasks and rubrics
- E) ReadyGen and the Scope and Sequence for Science and Social Studies
- F) Non-fiction text
- G) FOSS Kits
- H) Common prep periods
- I) Parent meeting time schedule
- J) Substitute teachers : When teachers attend professional development
- K) Network team members

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Tax Levy and reimbursable funding

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

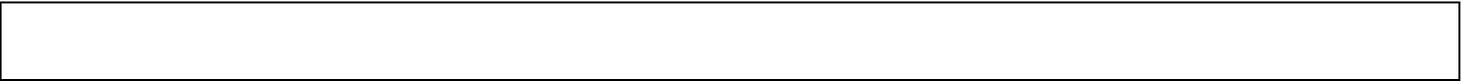
- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

We have implemented several cycles to monitor progress:

- January 30, 2015-Opinion/Argumentative writing
- February 27, 2015-Informational /Explanatory
- March 27, 2015- Teacher’s choice: Informational/explanatory, or narrative
- April 30. 2015- Opinion/Argumentative
- May 29, 2015- Informational/explanatory
- June 19, 2015- Narrative- Student choice of culminating activity
- Midpoint progress: March 2015

Part 6b. Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				



Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

3. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

According to the NYC School Survey: Systems for Improvement:

Parents were asked about how they feel about the school’s use of resources to support continuous improvement and 92 percent agree that the school makes it easy for parents to attend at different times of the day, and 87 percent feel that the school offers a wide range of courses and extracurricular activities. 91 percent of parents feel that their child gets extra help and 96 percent of parents feel that they are kept informed of their child’s progress. 94 percent of Parents that have children with an Individualized Education Plan (IEP) feel that the school offers a wide enough variety of activities and services (including related services and assistive and adaptive technologies where appropriate) to help improve life outcomes for my child. 93 percent of teachers feel that they are provided time to collaborate.

Based on our Quality Review (QR) in 2013-14, our school received a “Proficient” for QR Indicator 1.3. The report stated the following:

Opportunities for professional development sessions are provided and aligned to the school’s instructional goals. A full time English as a second language teacher provides instruction to English language learners at the beginner stage in a language rich and nurturing classroom setting. The second language acquisition teacher also pushes in to monolingual classes throughout the school day to meet the language needs of English language learners at various proficiency levels. Partnerships with nonprofit organizations such as Healthy Kids, Cook Shop and social service agencies, support extra-curricular activities and assist the school in meeting the needs of students and families. Therefore, the effective use of available resources enhances the school’s efforts to improve student learning as noted in meaningful student work products such as realistic fiction and narrative writing artifacts in student folders and various research projects displayed on bulletin boards.

However, class visits did not consistently reflect the use of multiple entry points such as adequate scaffolds, interactive activities and lesson adaptations to constantly challenge and push the thinking of English language learners and special education students. Therefore, in some classrooms, class discussions and engagement of appropriately challenging academic tasks reflected uneven levels of participation. As a result, some students are not exposed to a range of learning opportunities that would enable them to generate high quality work products that meet the demands of the of the Common Core Learning Standards.

New York State Assessment Data Analysis

Our New York State 2014 English Language Arts (ELA) Exam scores for indicate that 7.3% of SWDs successfully passed the NYS ELA with a Level 3 or Level 4. This data reflects an upward trend of 7.3% when compared to the NYS 2013 ELA Exam reflecting 0% of SWD scoring at Levels 3 and 4.

This needs assessment informed the development of the annual goal listed below.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, PS 75 staff, students and parents in grades Pre K-5 will build and support our school community by providing ideas/information to parents, engage in activities that will teach critical thinking skills, have students present and work closely with students from other grades/classes on academic/nonacademic tasks and introduce new strategies in and outside the classroom, which will instill academic self-confidence in all our students.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
The teachers will engage in professional learning community activities that focus on multiple entry points, critical thinking skills, creating student assessments, mathematics, and the Core Virtues. Teachers will use the 80 minute block on Mondays, 40 minutes Tuesday collaborative time, and during common prep periods. Teachers will receive timely feedback using the Danielson Framework.	All PreK-5 teachers, assistant teachers, and cluster teachers	September 2014-June 2015	Teachers, Network Specialists, Principal, and assistant principals,
Teachers will explore and implement school wide behavioral models such as Core Virtues that will allow students to display behaviors needed for success. Teacher teams will engage in Professional Learning Communities (PLCs) based on the research-based strategies in order to develop lesson plans that focus on the Core Virtue of the month	All PreK-5 teachers, paraprofessionals, clusters	September 2014-June 2015	Teachers, Network Specialists, Principal, APs
<ul style="list-style-type: none"> Parents are invited into our school on Tuesday for 35 minutes. Each Tuesday 	Parents and students	September 2014-June 2015	All PreK-5 teachers, cluster

<p>is dedicated to ways of improving family engagement:</p> <p>E) First Tuesday, each teacher invites a maximum of four parents to discuss student progress.</p> <p>F) The second Tuesday, teachers plan a parent workshop pertaining to the curricula: Grade/Individual and ways to help our students succeed</p> <p>G) The third Tuesday teachers conduct a parent workshop: Grade/Individual.</p> <p>H) Showcase student work: Students discuss their progress and areas of need with parents.</p> <ul style="list-style-type: none"> • Parents receive a monthly calendar, school newsletter, and a grade newsletter. This keeps our parents informed about the events in our school. • The School Implementation Team will use multiple, interactive communication tools to provide families regular opportunities for purposeful, strategic, and authentic dialogue about and concerns. (i.e.IEP Analysis)school and student issues • Implement Response to Intervention (RTI) for SWDs who will receive Tier One and Tier Two interventions in the classroom using a research-based, online program with embedded assessments that focuses on developing student’s fluency, vocabulary, comprehension and writing. Other interventions tailored to students’ specific areas of need will also be used. • Teachers will conference with all students including SWDs to monitor student progress, collaborate on setting learning goals and provide strategies to support student learning. • The School Implementation Team will 	<p>SWD, Teachers, Parents</p>	<p>teachers, Network Specialists, Parent Coordinator and Parents</p> <p>Teachers, School Implementation Team, SAT, Principal, Assistant Principals, Network Specialists</p>
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<p>use multiple, interactive communication tools to provide families regular opportunities for purposeful, strategic, and authentic dialogue about school and student issues and concerns. (i.e.IEP Analysis)</p>			
<ul style="list-style-type: none"> • Students in grades 3-5 will be participating in The Sustainability Club, which will help them support one another and share new ideas. They will be brainstorming and working on projects with students from grades Pre-K-5 throughout the year, and share their accomplishments with the parents, the staff and the students. The students will also be mentored by members of the Sustainability Team which include the Social Worker, the family worker, the PTA president and 3rd grade teachers. • Increase school-family communication by publishing a monthly Parent Newsletter with a parent workshop calendar (translations) • Teachers will conference with all students including ELLs to monitor student progress, collaborate on setting learning goals and provide strategies to support student learning. • Teachers creating index cards highlighting the special talents of each student. They select a number of students each week to contact parents via phone, text or email and congratulate them on their child's efforts. <p>The following strategies will be implemented to increase family-community ties and support the Core Virtues:</p> <ul style="list-style-type: none"> • Parents on the School Leadership Team will work with the Parent Coordinator and Parent Association to provide parents with strategies to use at home pertaining to the Core Virtue of 	<p>Students, Parents and Teachers</p>	<p>September2014-June 2015</p>	<p>Parent Coordinator, Teachers, SBST, Parent Association, AP, Principal, Attendance Teacher</p>

<p>the month</p> <ul style="list-style-type: none"> • In order to foster “Trust” within the school community, parents will work with school leadership to coordinate parent-engagement activities such as: • “Respect For All” Curriculum implemented , shared and celebrated in an Assembly for the whole school community • Student Council • Curriculum Night • Parent-Association Conferences where teachers are involved. • Health Workshops • Attendance Celebration: Ice Cream Party • “Superman and Me” Parent Engagement: Getting Fathers and their children involved in After School Activities(i.e.Movie night,Math Game Night, Slime with Dad,etc.) • Increase school-family communication by publishing a monthly Parent Newsletter with a parent workshop calendar (translations) • Teachers will conference with all students including to monitor student progress on behavioral issues, collaborate on setting behavioral goals and provide strategies to support student learning. • Teachers creating index cards highlighting the special talents of each student. They select a number of students each week to contact parents via phone, text or email and congratulate them on their child’s efforts. • Random acts of kindness will be 			
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modeled and encouraged by administrators, staff, students and families.			
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

To ensure all students are engaged in a supportive environment

- Monday: Professional Learning Community
- Tuesday: Parent meeting and teacher professional meeting time
- Parent workshops
- Text to support Core Virtues Program
- Award ceremonies: Evenings
- Use of teacher teams, The School Implementation Team, peers, Network Specialists and Lead Teachers for demonstration of modeling, developing norms and common language among teachers and students in the implementation of curriculum, development of assessments, and analysis of data for the subject/grade.
- The Danielson Framework and Advance for teacher evaluations student progress
- Engaging in intra/inter-visitations, out of school PD, teacher team meetings, and at least two periods of common prep time to allow for common planning, professional development, and other structures to foster teacher collaboration.

Use of the NYC DOE resources such as the Common Core Library, Department of English Language Learners and Student Support instructional resources recommended by the DOE Handbook for Professional Learning., and professional texts, OTPS for student consumables and workshop materials

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

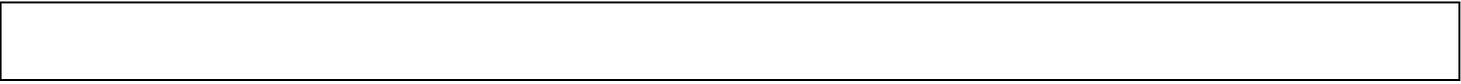
Progress monitoring will take place monthly.
 The mid-point benchmark will occur in January 2015, April 2015, and June 2015.

- Mid-year benchmark exams: Periodic Assessments, will demonstrate an increase in the performance of Students with Disabilities

Student work products will demonstrate growth as reported by school-based tracking systems.

Part 6b. Complete in **February 2015.**

11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
12.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				



Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

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| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

- Students of grades 3-5 have shown a 2% increase in progress for the NYS ELA Assessment and a 12% increase in the Mathematics Assessments. Data from the 2013-2014 Quality Review indicators 1.2 and 2.2 showed that as a school, we need to focus on multiple entry points and strengthen assessment practices.
- The School Quality Snapshot displayed a fair rating in the area of teaching and learning and the movement of students with special needs to a less restrictive environment.
- The 2013-2014, Environmental Survey displayed 88% in the area of Systems for improvement and 90% in the area of School Culture.

Informed by Capacity Framework Element – Collaborative Teachers, current data and our most recent QR, there is a need to improve our school-wide pedagogy which will lead to improved student outcomes. This needs assessment informed the development of the annual goal listed below.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, PS 75 teachers in grades Pre K-5, including clusters will engage in collaborative practices to improve pedagogy that will result in success and improvement in their classrooms and meet the needs of all students as measured by the Teacher Effectiveness Rubric.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
All teachers will engage in professional learning community activities that focus on multiple entry points, creating student assessments, mathematics, and the Core Virtues. Teachers will use the 80 minute block on Mondays, 40 minutes Tuesday	All PreK-5 teachers, assistant teachers, and	September 2014-June 2015	Teachers, Network Specialists, Principal, and assistant

collaborative time, and during common prep periods. Teachers will receive timely feedback using the Danielson Framework.	cluster teachers		principals,
All students with disabilities and ELL use <i>Imagine Learning</i> , a research-based web-based program with embedded assessments to inform instruction. Unit and lesson plans will display multiple entry points, academic vocabulary, graphics, thinking maps, Open-ended questions that lead to student discussions	All Pre K-5 teachers and cluster teachers	September 2014-June 2015	All teachers, Principal, Assistant principals, Network Specialists
<ul style="list-style-type: none"> Parents are invited into our school on Tuesday for 35 minutes. Each Tuesday is dedicated to ways of improving family engagement: <ul style="list-style-type: none"> I) First Tuesday, each teacher invites a maximum of four parents to discuss student progress. J) The second Tuesday, teachers plan a parent workshop pertaining to the curricula: Grade/Individual and ways to help our students succeed K) The third Tuesday teachers conduct a parent workshop: Grade/Individual. L) Showcase student work: Students discuss their progress and areas of need with parents. Parents receive a monthly calendar, school newsletter, and a grade newsletter. This keeps our parents informed about the events in our school. 	All PreK-5 teachers, assistant teachers and cluster teachers, psychologist, social worker, guidance counselor	September 2014-June 2015	Teachers, Network Personnel, Principal, and assistant principals Parent Coordinator, and PTA Executive Board.
<ul style="list-style-type: none"> Parents and teachers working together to ensure each child is successful. Distributing leadership: Teachers lead professional learning. Timely feedback from formal/informal observations. Random acts of kindness will be modeled and encouraged by administrators, staff, students and families. Core Virtues Positive feedback which allows students, parents, and teachers with strategies for improvement	All Teachers, administrators, students, parents	September 2014-June 2015	All Teachers, administrators, students, parents

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Formal/informal observations
- Timely feedback
- Professional learning community
- Inter-visitation
- Professional article
- Common prep periods
- Substitute teachers : When teachers attend professional development
- Network team members

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 20. Specify a timeframe for mid-point progress monitoring activities.

December 2014

March 2015

May 2015

Progress monitoring activities will take place: January 2015

Part 6b. Complete in **February 2015**.

21. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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22. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

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|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Based on the NYS Common Core 2014 ELA scores for ALL Grades (3,4,5) 2.0% of ELL students met proficiency by scoring at Level 3, 76.5% of ELLs scored at Level 1 and 21.6% scored at Level 2. There were no ELL students scoring at Level 4. This data reflects an upward trend of 0.1% when compared to the NYS 2013 ELA scores for ALL Grades.

Based on our Quality Review (QR) in 2013-14, our school received a “Proficient” for QR Indicator 1.2. The report stated the following: *“Class visits did not consistently reflect the use of multiple entry points such as adequate scaffolds, interactive activities and lesson adaptations to constantly challenge and push the thinking of English language learners and special education students. Therefore, in some classrooms, class discussions and engagement of appropriately challenging academic tasks reflected uneven levels of participation. As a result, some students are not exposed to a range of learning opportunities that would enable them to generate high quality work products that meet the demands of the Common Core Learning Standards.”*

Informed by Capacity Framework Element – Effective Leadership, current data and our most recent QR, there is a need to refine the use of strategies that provide scaffolds and multiple entry points especially for ELLs and students with disabilities. This needs assessment informed the development of the annual goal listed below.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all teachers instructing English Language Learners (ELLs) will implement targeted instructional strategies that will result in a 10% increase of ELLs scoring at or above proficiency (Level 3 & 4) as measured by the NYS English Language Arts (ELA) assessment.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
27. Strategies to increase parent involvement and engagement			
28. Activities that address the Capacity Framework element of			

Trust			
<ul style="list-style-type: none"> In early October teachers will administer the ELA CCLS aligned baseline assessment and administer the January CCLS Aligned Fall Benchmark Assessment to support our efforts to monitor the progress of ELLs by administering a common assessment. Implement Response to Intervention (RTI) for ELLs who will receive Tier One and Tier Two interventions in the classroom using <i>Imagine Learning a</i> research-based web-based program with embedded assessments to inform instruction. All teachers will engage in Professional Learning Communities (PLCs) based on the research-based strategies in order to develop lesson plans with scaffolds, multiple entry points and extensions such as: <ul style="list-style-type: none"> <i>vocabulary and language development</i>, through which teachers introduce new concepts by discussing vocabulary words key to that concept <i>explicit instruction</i>, or direct teaching of concepts, academic language, and reading comprehension strategies needed to complete classroom tasks and modeling <p><i>graphic organizers, thinking maps and visuals</i> including pictures, diagrams, and charts to help all students—and especially ELL students—easily recognize essential information and its relationship to supporting ideas.</p>	<p>ELL Students</p> <p>Teachers of ELL students</p>	<p>October 2014 – June 2015</p>	<p>Point Person(s):</p> <ul style="list-style-type: none"> AP ELA ELA/ELL Staff Developer <p>Implementers:</p> <ul style="list-style-type: none"> AIS Team Leader Staff Developer <p>Teachers Instructing ELLs</p>
<ul style="list-style-type: none"> Create and implement a yearlong professional development calendar for all teachers in a collaborative setting focusing on research-based ELL instructional strategies. Use Advance data to inform differentiated professional development in a collaborative setting using small group PD and various coaching models (side-by-side, in-class coaching, demonstrations, AIS learn teaching modules). <p>Implement Individual Teacher Improvement Plans to provide focused support, if applicable.</p>	<p>Teachers of ELL students</p>	<p>Sept. 2014 – June 2015</p>	<p>Point Person(s) and Implementers:</p> <ul style="list-style-type: none"> AP ELA ELA/ELL Staff Developer Grade Leaders Staff Developers Educational Consultant <p>Network ELA/ELL Achievement Coach</p>
<p>The following strategies will be implemented to increase family-community ties and support ELL student achievement:</p> <ul style="list-style-type: none"> A parent survey is administered in the fall and spring to inform parent planning activities and parent workshop topics. This will include introducing common core standards aligned activities that can be used at home to support the parents of English Language Learners, homework help for ELL parents will also be provided on a weekly basis. Fall and Spring Common Core Curriculum Activity nights for 	<p>ELL Parents and Students</p>	<p>Sept. 2014 – June 2015</p>	<p>Point Person(s):</p> <ul style="list-style-type: none"> Principal Parent Coordinator <p>Implementers:</p> <ul style="list-style-type: none"> ELA/ELL Staff Developer ESL Lead

<p>families, students and community members.</p> <ul style="list-style-type: none"> Family nights dedicated to reading, math, science and the arts. 			teacher
<ul style="list-style-type: none"> Increase school-family communication by publishing a monthly Parent Newsletter with a parent workshop calendar (translations) Teachers will conference with all students including ELLs to monitor student progress, collaborate on setting learning goals and provide strategies to support student learning. Teachers creating index cards highlighting the special talents of each student. They select a number of students each week to contact parents via phone, text or email and congratulate them on their child's efforts. <p>Random acts of kindness will be modeled and encouraged by administrators, staff, students and families.</p>	All stakeholders: ELL Parents, students school, staff members	Sept. 2014 – June 2015	<p>Point Person(s):</p> <ul style="list-style-type: none"> Principal Guidance Counselor Parent Coordinator <p>Implementers:</p> <ul style="list-style-type: none"> All stakeholders: ELL Parents and students, school staff members

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Use of teacher teams, peers, Instructional Coaches and Lead Teachers for demonstration of modeling, developing norms and common language among teachers and students in the implementation of curriculum, development of assessments, and analysis data for the subject/grade.
 - The ELA teacher teams will systematically analyze key elements of teacher work, including classroom practice, assessment data and student work for all ELL students they share or on whom they are focused, resulting in shared improvements in teacher practice and mastery of goal for 8 groups of ELL students.
 - The Danielson Framework and Advance for teacher evaluations student progress
 - Imagine Learning; educational consultant.
 - Scheduling for inter-visitations, out of school PD, and at least two common prep time to allow for common planning, professional development, department meetings and other structures to foster teacher collaboration
- Use of the NYC DOE resources such as the Common Core Library, Office of English Language Learners instructional resources

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By February 2015, there will be a 5% increase in ELL student scoring at Level 3 & 4 as measured by the January CCLS Aligned Fall Benchmark Assessment. 75% of Informal and formal observation reports will reflect that teachers are differentiating instruction to meet the needs of all learners.

Part 6b. Complete in February 2015.

31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
32.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

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|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Based on our 2014 School Snapshot Report, 94% of parents are satisfied with the education that their child has received. 87% of parents feel that the school offers a wide enough variety of courses, extracurricular activities, and services, which is below the city average of 87%. 83% of teachers feel that order and discipline are maintained at the school. That is below the city average of 91%.

Based on our Quality Review (QR) in 2013-14, our school received a “Proficient” for QR Indicator 3.4. The report stated the following: “The social worker, guidance counselor, and school psychologist work collaboratively to meet students’ social emotional and academic needs through individual and small group guidance and intervention sessions. This team engages in ongoing dialogue with families to help resolve issues that may adversely affect student learning. In addition, the Pupil Personnel Team (PPT) meets regularly to discuss the progress and performance of high needs students and to coordinate Response to Intervention (RTI) services so that students receive appropriate supports in developing positive academic and personal skills. Consequently, students state that their teachers and other staff members in the school know them well, provide them with strategies to improve their learning, and motivate them to come to school every day. The attendance team closely monitors attendance, identifying and addressing negative trends by communicating with families through phone calls, mail, and individual conferences to stress the importance of ensuring that students attend school daily. As a result, attendance data indicates that 54% students identified last year as chronically absent are currently on track for improved attendance.”

Informed by Capacity Framework Element – Strong Family and Community Ties, current data and our most recent QR, there is a need to improve our school-wide behavioral model so that teachers feel that order and discipline are maintained at the school which will lead to improved student outcomes. This needs assessment informed the development of the annual goal listed below.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all stakeholders will implement a model for discipline (Positive Behavior and Intervention Supports) at the school that will lead to improved student outcomes as measured by the 2015 NYC School Survey Report.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal	Target Group(s)	Timeline <i>What is the</i>	Key Personnel <i>Who is responsible</i>
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<p>for this Capacity Framework element, including:</p> <p>35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</p> <p>36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>37. Strategies to increase parent involvement and engagement</p> <p>38. Activities that address the Capacity Framework element of Trust</p>	<p><i>Who will be targeted?</i></p>	<p><i>start and end date?</i></p>	<p><i>for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> • The SLT will explore school wide behavioral models such as Core Virtues that will allow students to display behaviors needed for success. • During parent-engagement Tuesdays in the month Teacher teams will engage in Professional Learning Communities (PLCs) based on the research-based strategies in order to develop lesson plans that focus on the Core Virtue of the month 	<p>All Teachers</p>	<p>September 2014 – June 2015</p>	<p>Grade Leaders, All Teachers, Assistant principal, Principal</p>
<p>Create and implement a yearlong I calendar for all teachers in the introduction of each virtue</p> <p>Use Advance data to inform differentiated professional development in a collaborative setting using small group PD and various coaching models, using teachers with strong classroom management skills.</p>	<p>All teachers</p>	<p>September 2014-June 2015</p>	<p>Grade Leaders, All Teachers, Assistant principal, Principal</p>
<p>The following strategies will be implemented to increase family-community ties and support the Core Virtues:</p> <ul style="list-style-type: none"> • Parents on the School Leadership Team will work with the Parent Coordinator and Parent Association to provide parents with strategies to use at home pertaining to the Core Virtue of the month • In order to foster “Trust” within the school community, parents will work with school leadership to coordinate parent-engagement activities such as: • Curriculum Night • Parent-Association Conferences where teachers are involved. • Health Workshops <p>“Superman and Me” Parent Engagement</p>	<p>Parents, Teachers and Students</p>	<p>September 2014-June 2015</p>	<p>Principal, Assistant principals, Parent Coordinator, PTA Executive Board, Teachers</p>
<ul style="list-style-type: none"> • Increase school-family communication by publishing a monthly Parent Newsletter with a parent workshop calendar (translations) • Teachers will conference with all students including to monitor student progress on behavioral issues, collaborate on setting behavioral goals and provide strategies to support student learning. • Teachers creating index cards highlighting the special talents of each student. They select a number of students each week to contact parents via phone, text or email and congratulate them on their child’s efforts. <p>Random acts of kindness will be modeled and encouraged by</p>	<p>Parents, students school, staff members</p>	<p>September 2014-June 2015</p>	<p>Principal Guidance Counselor Parent Coordinator Parents and students, school staff members</p>

administrators, staff, students and families.			
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Use of teacher teams, peers, Instructional Coaches and Lead Teachers for demonstration of modeling, developing norms and common language among teachers and students in the implementation of the Core Virtues.
- The Danielson Framework and Advance to for teacher evaluations student progress in Domain 2.

Use of the resources such as Core Virtues

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

40. Specify a timeframe for mid-point progress monitoring activities.

Students behavior data collected from teachers and parents will be used to track student progress during the following months:

October 2014

December 2014

Midpoint progress monitoring will take place in February 2015.

Part 6b. Complete in **February 2015.**

41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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42. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Students in grades 3-5 who received level 1 in ELA during the 2014 NYS ELA Assessment K-2 Running record and MOSL	K-5 ReadyGen, FOSS, nonfiction text Repeated reading, leveled text reading, vocabulary, and explicit instruction Content-based	Small group, peer tutoring One to one	During school day, 120 minutes
Mathematics	Students in grades 3-5 who received level 1 in Mathematics during the 2014 NYS Mathematics Students in grades K-5 who did not reach level 3 on end of unit assessment Performance tasks, NYS Baseline and Benchmark Assessments.	GoMath,	Small group instruction, Peer tutoring	During the school day: 90 Minutes
Science	K-5 students who did not meet level 3 on performance task.	FOSS, ReadyGen	Small group instruction, Peer tutoring	During school day, 120 minutes
Social Studies	K-5 students who did not meet level 3 on performance task	ReadyGen, non-fiction text	Small group instruction, Peer tutoring	During school day, 120 minutes
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist,	September 2014 – June 2015 Guidance Counselors (general/special	Provides counseling to support at-risk students.	Small group One-to-one	During the school day: minimum 30 minutes

<i>Social Worker, etc.)</i>	education) and SBST social workers.			
	September 2014 – June 2015 The School Psychologist	Provides support services to students who encounter social/emotional difficulties.	Small group One-to-one	During the school day: minimum 30 minutes
	September 2014 – June 2015. The Social Worker	Provides support to students who experience social–emotional/behavioral difficulties that affect their academic progress	Small group One-to-one	During the school day: minimum 30 minutes
September 2014 – June 2015. The nurse	Provides vision and hearing referrals. Asthma and EPI Pin training for teachers	One-to-one Teachers who have students with asthma and allergies	During the school day: minimum 30 minutes During the school day: 50 minutes	

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers.

- The payroll secretary will work closely with the network human resource personnel to ensure that non-highly qualified teachers meet all required documentation and assessment deadlines.
- Mentors are assigned to support new and un-qualified teachers.
- Provide Weekly professional learning sessions during Mondays, grade conferences, and network sessions.
- Invited to Afterschool training sessions.
- Teachers will receive feedback from frequent cycles of low-inference observations to tailor their individual professional needs.
- Demonstration lessons will be provided by administrators, colleagues, and network specialists

2b. 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).

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

Our Pre K students are currently using the Our World of Learning program. The program is theme based aligned to the Common Core learning Standards. The students are engaged in content-based lessons and performance assessments. The students use Everyday mathematics and Pre K Counts. We use Work sampling assessments which are authentic and align to our content-based performance tasks. Students engage in rich academic and social language. On January 13, 2015, our school will host a parent workshop to inform parents of what to expect in kindergarten. Parents will have an opportunity to register students on site. Teachers will also take students to meet the kindergarten teachers in March. Pre K and kindergarten teachers will collaborate and provide three workshops showing parents how the curricula is aligned and what is expected of the students.

4b. 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.

Teachers vote a constituent to represent the grade/population. As a team teachers make decisions about the assessments used for students.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)

Title I Part A (Basic)	Federal	X	10,17,20,24,28	
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal	X	10,17,20,24,28	
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	X	10,17,20,24,28	

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not

available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **The Mayda Cortiella/PS 75**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **The Mayda Cortiella/PS 75** will support parents and families of Title I students by:

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

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

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

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

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

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

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC)

The Mayda Cortiella/PS 75 , 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 with 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.

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 320K75 School Name: PS 75K/ The Mayda Cortiella School

Cluster: 4 Network: 412

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

Part A: Needs Assessment Findings

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

Based on the DOE's Home Language Identification Survey the languages we have identified as the most spoken in our community are Arabic, Bengali, and Spanish. These languages, including English, account for over 95% of student households. Support in additional languages is available through contracted vendors from the DOE and whether or not a language is spoken by a particular staff member. Additionally, our school is built on very close relationships with our students and their families. Moreover, our parent coordinator sends out a parent survey at the beginning of each new school year and parents fill out their preferences for spoken and written language. Teachers are responsible for frequent communications with families, and must know what language the families wish to use to communicate effectively.

We have office staff and a parent coordinator to translate whenever there is a need for translation. The parent coordinator will make appointments to accommodate parents that need a translator to communicate with the teachers. Documentations are translated by school staff during non-school hours or by the Parent Coordinator from English to Spanish to ensure that information is understood by parents. Parents receive information in their native language in a timely manner whenever notifications are sent home. Monthly calendar and monthly parent newsletter provided at the beginning of each month.

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.

We meet with families at the beginning of the school year and introduce our community to each other, specifically new families. Translators are available among the staff to make sure each family understands and is welcomed. The major finds are that we have adequate staff to help with the translation of documentations that need to be sent home. However, we found that during Parent Teacher Conference, we need more staff at hand to help with oral interpretation.

Part B: Strategies and Activities

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

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

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

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

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

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

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



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: PS 75K/ Mayda Cortiella School	DBN: 32K075
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 35
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 2
 # of certified ESL/Bilingual teachers: 2
 # of content area teachers: 0

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Rationale:

Student performance during the 2013-2014 school year assessment revealed the need to provide an after school program, for students presently in grades 3-5 receiving ESL services because of their performance on the NYSESLAT. Students to be included in this program are students in grades 3-5 that presently receive ESL services. They will be receiving instruction to help improve listening, speaking, reading, writing, and mathematics. The students need additional support to meet the Common Core Standards and acquire proficiency on the ELA, Math, and NYSESLAT exams.

Subgroups and grade levels of students to be served:

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

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

Grade	ELA	Math
4	10 students scored 1	10 students scored 1
	1 student scored 2	2 students scored 2
	0 students scored 3	0 students scored 3
5	12 students scored 1	15 students scored 1
	2 students scored 2	1 student scored 2
	0 students scored 3	1 student scored 3

Part B: Direct Instruction Supplemental Program Information

Schedule and Duration:

During the 2014 - 2015 school year, PS 75K will implement an ELL After-School Program that meets on Wednesday and Thursday, from 2:40 pm to 3:40 pm. The program will be conducted from January, 2015 until April, 2015.

Language of Instruction:

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

Number and Types of Certified Teachers:

There will be two teachers certified in Common Branch 1-6 as well as TESOL K - 12.

Types of Materials:

The KAPLAN Program

The Kaplan program is a program that is geared towards listening, speaking, reading, and writing skills. Kaplan addresses the content areas to meet the Common Core Learning Standards. A major emphasis will be given to reading and writing. It provides the opportunity for students to receive a mini-lesson, guided practice and independent work. The plan will be repeated in 2015-2016.

Part C: Professional Development

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

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

Begin description here:

School systems today are charged with addressing ever-increasing demands: reducing the achievement gap, adopting evidence-based practices, meeting adequate yearly progress goals, managing the requirements of second-language and special-needs students, and remaining current on the increasing amount of pedagogical and content area research.

Educators must keep abreast of the important advances that are occurring in education. This is where professional development comes in. Professional development is defined as " the process of improving staff skills and competencies needed to produce outstanding educational results for students" (Hassel,

Part C: Professional Development

1999). As Thomas Guskey (2000, p.4) states, "One constant finding in the research literature is that notable improvements in education almost never take place in the absence of professional development." Professional development is key to meeting today's educational demands.

Professional Development is an integral part of our literacy, mathematics, and ELL development program at PS 75K. Our teachers are allotted eighty minutes on a weekly basis for professional development. The professional development topics to be covered include differentiated instruction (how to create effective multiple entry points to be included in tiered lessons, how to use depth of knowledge question stems to create higher order thinking questions as well as UDL); use of data (observational, pre and post assessments) to drive instruction and prepare lessons. The certified ESL teachers (Ms. Lazarev and Mr. Valerio) will work collaboratively with their teacher teams to implement ESL strategies and methodologies to meet individual student needs.

Part D: Parental Engagement Activities

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

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

Begin description here:

Researchers have been studying the effects parent attitudes and actions have on their children's academic success for more than 30 years. The results have been consistent. Anne Henderson and Nancy Berla summed it up in their book *A New Generation of Evidence: The Family Is Critical to Student Achievement*, which reviewed the existing research: "When parents are involved in their children's education at home, they do better in school. And when parents are involved in school, children go farther in school and the schools they go to are better."

Researchers have evidence for the positive effects of parent involvement on children, families, and school when schools and parents continuously support and encourage the children's learning and development (Eccles & Harold, 1993; Illinois State Board of Education, 1993). According to Henderson and Berla (1994), "the most accurate predictor of a student's achievement in school is not income or social status but the extent to which that student's family is able to:

1. Create a home environment that encourages learning
2. Express high (but not unrealistic) expectations for their children's achievement and future careers
3. Become involved in their children's education at school and in the community (p. 160)

Henderson and Berla (1994) reviewed and analyzed eighty-five studies that documented the comprehensive benefits of parent involvement in children's education. This and other studies show that parent involvement activities that are effectively planned and well implemented result in substantial

Part D: Parental Engagement Activities

benefits to children, parents, educators, and the school.

It is essential to have all parents serve as active agents in their child's education. Therefore, a variety of activities must continue to be implemented for the upcoming school year to me improve parent participation at Title III parent workshops. Many parents of the ESL student population do not speak English. Ms. Lazarev and Mr. Valerio will conduct all workshops. Parents will receive letters and then follow-up phone calls inviting them to attend workshops throughout the school year. The workshops will focus on strategies, methodologies parents can utilize to better help their child improve on the ELA, Math, and NYSESLAT assessments. Parents will receive valuable working knowledge of ways to support and help their children to achieve success. Workshops will be conducted in both English and Spanish.

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

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

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

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	571	Total number of ELLs	113	ELLs as share of total student population (%)	19.79%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	9									9
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	47	6	12	10	1	8	2		1	59

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	56	6	12	10	1	8	2	0	1	68
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE Spanish	11	0	0	0	0	0								11
SELECT ONE	0	0	0	0	0	0								0
SELECT ONE	0	0	0	0	0	0								0
TOTAL	11	0	11											

*EP=English proficient student

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	0	0	0	0	0	0	0	0	0	0	

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	10	7	4	4	4	6								35
Intermediate(I)	0	9	8	5	8	4								34
Advanced (A)	7	4	1	10	6	9								37
Total	17	20	13	19	18	19	0	0	0	0	0	0	0	106

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B	11												

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	4	2	3	0	9	0	1	0	19
8	0	0	0	0	0	0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

Paste response to questions here:

P.S. 75 is taking a data-driven approach to improving students' performance, using item analysis, portfolio assessment, and other

indicators to identify and address weakness and target areas for growth on a continuous basis. Ongoing assessments are both formal and informal. These assessments include, but not limited to, Acuity Predictive Assessments, Running Records, NYSESLAT, NYS ELA and NYS Math, NYS Science, Math Baseline, and Pre-requisite Inventory skills checklist. All data is shared with the teachers.

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

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

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

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

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

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

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

Paste response to question here:

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

For K-5, the modality that needs to be worked on is Reading and Writing. We need to move them from the beginning level up to the

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

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

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

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

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

Paste response to question here:

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

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

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

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

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

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

The Bilingual program curriculum will be analyzed and adjusted as necessary to ensure coherence in all grade K so that students are able to have continuity in a more effective way.

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

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

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

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

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

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

Develop a student performance spreadsheet for grades 3-5 which consists of data from ARIS which reflects the strands and skills needed to increase their Reading performance. This spreadsheet acts as a tool for teachers to use for differentiates instruction in

various forms such as small group instruction, guided reading, strategy lesson, and individual conferences. 3rd to 5th grade students will have a baseline assessment to differentiate instruction and create grouping for small group instruction.

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

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

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

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

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

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

ELA

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

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

Math

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

Science

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

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

Paste response to question here: *****

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

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

- Delivery of instruction based on data driven analysis.

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

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

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

Paste response to question here:

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

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

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

7. For dual language programs, answer the following:

- 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?

Paste response to questions here:

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

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

Paste response to question here:

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

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

Paste response to question here:

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

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

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

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

Paste response to question here:

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

We have regular PTA and school meetings where information about the program is disseminated. Many of our community members

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

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

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

Paste response to question here:

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

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

Paste response to question here:

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

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

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

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

Paste response to question here:

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

Paste response to question here:

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

Dual Language Program is not offered at this time.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
- What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

Paste response to questions here:

Instruction is delivered in a TBE, self-contained and push-in/pull-out by a licensed ESL teacher. P.S. 75 offer a Kindergarten TBE program and two self-contained ESL programs in grades 1 and 2. We created self-contained ELL classes in grades 1 and 2 to focus on students who are grouped heterogeneously with special English Language acquisition needs. Grades K–2 is self-contained classes that support beginning and intermediate students with 90 minutes of ESL units daily through the Reading Streets Program. Advanced students receive 45 minutes of ESL units daily through the Reading Street Program.

Our ESL program is offered through push-in/pull-out model for grades 3-5. In grades 3-5, we have a licensed ESL teacher serving our ELLs in a push-in/pull-out model. Newcomer and beginning students that are in grades 3-5, are pulled-out during the morning literacy block for 90 minutes. All students receive their units of ESL in the content area of reading and math. In grades 3-5 intermediate and advanced students receive 90 minutes of ESL units through the Ready Gen program push-in model. Advanced students are provided with 45 minutes of ESL instruction in a push-in format. Through a push-in and pull-out, model, the coordinator will provide students with the mandated units.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
- How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Paste response to questions here:

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

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

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

Other instructional techniques that will be used are:

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

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

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Paste response to question here:

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

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

Other instructional techniques that will be used are:

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

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

Paste response to question here:

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

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

Paste response to question here:

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

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

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

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

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

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

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

Paste response to questions here:

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

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Paste response to question here:

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

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

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

- i. Students create drawing/posters
- j. Set high expectations

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

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

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

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

Additional steps for ELLs

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

For advanced ELLs,

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

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

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

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

Content – Area Resources

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

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

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

Paste response to question here:

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

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

Courses Taught in Languages Other than English 

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

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

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

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

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

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

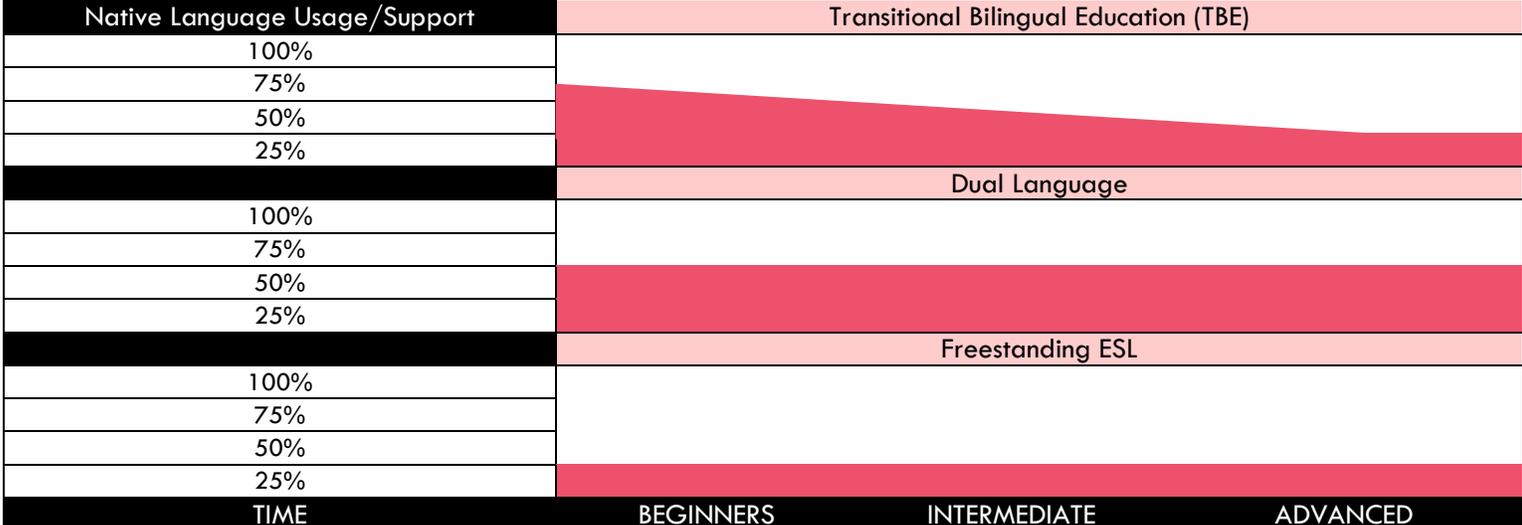
	Beginning	Intermediate	Advanced
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

Paste response to question here:

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

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

Paste response to question here:

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

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

Paste response to question here:

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

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

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

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

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

Move-to-Improve (MTI) program is designed by the New York City Department of Education to increase physical activity in New York City elementary schools. MTI is aligned to the New York State and National Physical Education Standards. MTI activities help schools meet New York State Physical Education Requirements. It promotes higher levels of fitness and is associated with better academic performance. All academic areas can be incorporated into MTI activities. Daily physical activity offers many health

benefits.

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

Paste response to question here:

At this time we have not discontinued any instructional programs.

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

Paste response to question here:

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

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

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

Paste response to question here:

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

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

Paste response to question here:

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

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

Paste response to question here:

All required instructional services and resources are age and grade appropriate. Materials are aligned to differentiate according to the needs of the students. Vocabulary, scaffold materials, pictures, audio books, and graphic organizers are available with the Reading Streets, Ready Gen and Go Math programs. In grades K-2 Reading Streets provides phonics, phonemic awareness, vocabulary and ELL support. In the grades 3-5 Ready Gen program has structures to support the Ells and struggling students. In grades K-5, Go Math provides manipulatives, and hands-on projects that allow students to succeed.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include

activities for new ELLs who enroll throughout the school year.

Paste response to question here:

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

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

18. What language electives are offered to ELLs?

Paste response to question here:

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

19. For schools with dual language programs:

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

Paste response to questions here:

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

C. Professional Development and Support for School Staff

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

Paste response to questions here:

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

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

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

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

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

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

One of the improvements we will implement is increase professional development for Bilingual Teachers and personnel working with ELLs. In these sessions teachers will analyze their student’s data from the NYSESLAT, ELA, Math and Science. The reading program that K-2 teachers utilize is Reading Streets, which provides access and multiple entry points for students. Sessions for academic

vocabulary will be embedded in our curriculum. The curriculum is aligned to the Common Core Standards and conforms to the City-Wide expectations. Curriculum mapping and lessons have been updated to include the Common Core Learning Standards, Depth of Knowledge, as well as UDL.

D. Parental Involvement

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

Paste response to questions here:

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

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

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

Learning Leaders

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

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

Workshops such as:

Welcome Orientation for all students

Safety Orientation

Anti-Bullying

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

Common Core State Standards and Instructional shifts

NYSESLAT Support for Parents

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

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

- The Ridgewood – Bushwick Parent Coalition
- Hope Gardens Multi Service Center
- Jaime Alvarez Gardens
- Penny Harvest
- Million Father March
- FDNY CPR Training Unit
- Woodhull Hospital

Food Bank Cookshop Program for Parents

Learning Leaders

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

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

Workshops such as:

September, 2013 - Welcome Orientation for all parents

Million Father March

October, 2013 - Safety/Anti-Bullying Orientation

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

How to improve your child’s homework skills.

Instructional shifts

City-Wide expectations

November, 2013 - Medicaid and SNAP information

December, 2013 – After School Program/upcoming events

January, 2014 - June 2014 Cookshop for families

February, 2014 – ELA Common Core Learning Standards

March, 2014 – Math Common Core Learning Standards

April, 2014 – FDNY CPR Training Unit

May, 2014 - Health workshop

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

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: Mayda Cortiella

School DBN: 32K075

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

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