Department of Education
Carmen Fariña, Chancellor

2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

UPDATED 2014-2015

School Name:	**PS 75**
DBN (*i.e. 01M001*):	**08X075**
Principal:	**MARINES ARRIETA-CRUZ**
Principal Email:	**MARRIET@SCHOOLS.NYC.GOV**
Superintendent:	**KAREN AMES**
Network Leader:	**BEN SOCCODATTO**

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Marines Arrieta-Cruz	*Principal or Designee	
Carol Ehrenpreis	*UFT Chapter Leader or Designee	
Irma Richardson	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
N/A	CBO Representative, if applicable	
Sharin Tirado	Member/ UFT	
Laura Pagoada-Mellado	Member/ UFT	
Vanessa Veal	Member/ UFT	
Valerie Ramos	Member/ Parent	
Selina Serrano	Member/ Parent	
Ruth Richardson	Member/ Parent	
Lisa Ortega	Member/ Parent/Title 1	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.

- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.

- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

- Identify a minimum of three and a maximum of five annual goals.

- Align their goals with the current citywide instructional expectations**.**

- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.

- Conduct a needs assessment of your school

- Use quantitative and/or qualitative data in providing the rationale for each goal.

- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.

- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

- Enumerate the strategies and activities that will be implemented to achieve each goal.

- Identify all fund sources that will be used for the completion of each activity.

- List the projected timeline for completion of each activity, including the start and end date of each activity.

- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
ELA: (1) By June 2015 students will demonstrate progress towards achieving state standards as evidenced by a 3% increase in students scoring at level 3 and 4 on the New York State ELA assessment

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
Goal is based on student performance for the "all students" indicator and subgroups in relation to more rigorous common core standards and State Assessments.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1. Curriculum alignment to CCLS 2. Guided Instruction: Small group and one-to-one instructional opportunities 3. After school programs for extended time in content area instruction targeting ELL students 4. AIS- small group instruction pull-out and push-in models Test preparation
B. Key personnel and other resources used to implement each strategy/activity
1. Classroom teachers 2. AIS staff and Out of Class personnel 3. Staff Developer 4. Administration 5. Paraprofessionals 6. Consultants- to provide job embedded professional development
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Formal and informal observations using Danielson framework 2. Daily walkthroughs 3. Benchmark progress reports K-5 in ELA- baseline assessment, mid-year and end of the year 4. Teacher-Teams meeting regularly to develop strategies, strengthen practices and evaluate curriculum toward progress of students 5. Curriculum full alignment with CCLS by June 2015 6. Progress target of 5-10 percent per class as evidenced by simulations and benchmarks
D. Timeline for implementation and completion including start and end dates
1. Baseline Sept-Oct 2014 (MOSL ASSESSMENTS) 2. Mid-Year- Dec 2014-Jan 2015- Utilizing Simulations 3. End of Year May-June 2015 (MOSL ASSESSMENTS) 4. Observation year round as per Advance 5. Teacher-team meetings year round 6. Progress checks- using benchmarks, unit tests and teacher observations- Sept-Jun
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Use of CCLS aligned pacing and programs- Houghton Mifflin Journeys Common Core version 2. Use of Test Prep materials aligned to State Assessments and PARCC Assessments 3. AIS schedules- cycles of 4-6 weeks 4. Observation schedules 5. Staff Developer to provide professional development – in classrooms and workshops 6. Professional Development based on teacher evaluations, teacher requests and assessment data.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
Parent Coordinator and Parent's Association to organize calendar of workshops on instructional topics that will help parents understand academic strategies they can use at home to assist with their children's education: Workshops on writing/reading connection led by teachers Workshop on State Assessments Workshops on homework help and how to help children succeed in school ESL classes for parents of Immigrant children

Budget and Resource Alignment

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

Goal and Action Plan #2

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

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
Math: (2) By June 2015 students will demonstrate progress towards achieving state standards as evidenced by a 3% increase in students scoring at level 3 and 4 on the New York State Mathematics assessment

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
Goal is based on student performance for the "all students" and subgroups in relation to more rigorous common core standards and State Assessments.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1. Curriculum alignment to CCLS 2. Guided Instruction: Small group and one-to-one instructional opportunities 3. After school programs for extended time in content area instruction targeting ELL students 4. AIS- small group instruction pull-out and push-in models Test preparation
B. Key personnel and other resources used to implement each strategy/activity
1.Classroom teachers 2. AIS staff and Out of Class personnel 3.Math Staff Developer 4. Administration 5. Paraprofessionals 6.Consultants- to provide job embedded professional development
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Formal and informal observations using Danielson framework 2. Daily walkthroughs 3. Benchmark progress reports K-5 in Math- baseline assessment, mid-year and end of the year 4. Teacher-Teams meeting regularly to develop strategies, strengthen practices and evaluate curriculum toward progress of students 5. Curriculum full alignment with CCLS by June 2015 6. Progress target of 5-10 percent per class as evidenced by simulations and benchmarks
D. Timeline for implementation and completion including start and end dates
1. Baseline Sept-Oct 2014(MOSL ASSESSMENTS) 2. Mid-Year- Dec 2014-Jan 2015- Utilizing Simulations 3. End of Year May-June 2015 (MOSL ASSESSMENTS) 4. Observation year round as per Advance 5. Teacher-team meetings year round 6. Progress checks- using benchmarks, unit tests and teacher observations- Sept-Jun
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Use of CCLS aligned pacing and programs- Houghton Mifflin Math in Focus Common Core version 2. Use of Test Prep materials aligned to State Assessments and PARCC Assessments 3. AIS schedules- cycles of 4-6 weeks 4. Observation schedules 5. Math staff developer to provide professional development – in classrooms and workshops

6. Professional Development based on teacher evaluations, teacher requests and assessment data

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parent Coordinator and Parent's Association to organize calendar of workshops on instructional topics that will help parents understand academic strategies they can use at home to assist with their children's education:
Workshops on writing/reading connection led by teachers
Workshop on State Assessments
Workshops on homework help and how to help children succeed in school
ESL classes for parents of Immigrant children

Budget and Resource Alignment

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

x	**Tax Levy**	**x**	**Title IA**		**Title IIA**	**x**	**Title III**		**Set Aside**		**Grants**

List any additional fund sources your school is using to support the instructional goal below.

N/A

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2015, attendance rate will improve to 92.5% or above as indicated by the School's Attendance Report

Comprehensive Needs Assessment

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

The goal is based on attendance at our school which has been at the 91-92 percentages for the past three years. The k-2 grade group having the lowest levels of attendance. In order to improve student outcomes attendance must improve. Students fall behind every day they are absent.

Instructional Strategies/Activities

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

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

1. Use of City Year volunteers to monitor groups of students
2. Attendance teacher to make home visits and send notices
3. Urban Health Clinic and Dental Office to expand services in order to provide certain medical care visits at the school
4. Teachers to celebrate good attendance
5. Attendance Incentives
6. Parent workshops

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

1. City Year Volunteers
2. Administration
3. Classroom Teachers
4. Attendance Teacher
5. Family Assistant
6. Pupil Accounting staff

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

1. Daily attendance checks
2. Monthly attendance checks
3. Cards sent out monthly

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

1. Sept. 2014
2. Monthly 2014-2015
3. Daily Monitoring
4. Mid-Year- Jan. 2015

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

1. Daily phone calls to parents of absent students
2. Monthly bulletin boards celebrating attendance
3. Monthly rewards for students whose attendance is most improved
4. Teacher contact with parents to monitor attendance

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parent workshops on the importance of attendance, outreach by Urban Health and Dental Clinic, City Year celebrations for parents of most improved students, incentives

Budget and Resource Alignment

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

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

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1.
B. Key personnel and other resources used to implement each strategy/activity
1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1.
B. Key personnel and other resources used to implement each strategy/activity
1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	**Type of Program or strategy *(e.g. repeated readings, interactive writings, etc.)***	**Method for delivery of service *(e.g. small group, one-to-one, tutoring, etc.)***	**When the service is provided *(e.g. during the school day, before or after school, etc.)***
ELA	Guided reading, phonics, guided writing, repeated reading, skills and strategy focused instruction , tiered vocabulary	One-to-one, small group, tutoring	During school and after school.
Mathematics	Computational fluency, skill/strategy focused instruction, guided math, word problem strategies	One-to-one, small group, tutoring.	During school and after school
Science	Guided practice, focused vocabulary instruction, content focused instruction	One-to-one, small group, tutoring	During school and after school
Social Studies	Guided practice, focused vocabulary instruction, content focused instruction	One-to-one, small group, tutoring	During the school day and after school
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	At risk counseling provided by school counselor and social worker to address socio-emotional concerns that are affecting the students' ability to function in school	One-to-one, small group and/or whole class sessions	During the school day

Title I Information Page (TIP)

For Schools Receiving Title I Funding

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

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).
Use of external trainer to monitor the implementation of ELA/Math curriculum ELA/Math Staff developer to provide job embedded opportunities Staff team groups to meet weekly in a series of PD and other professional activities related to the implementation of CCLS Parent workshops on topics related to CCLS

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

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

Math Staff Developer is funded by Title I

IEP Teachers are funded by TLRS

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

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

City Year Volunteers are funded by Tax Levy One Time Allocation

Assistant Principals are funded through TLFSF

Consultants are funded by Title 1

ESL teacher is funded by Contract for Excellence

Literacy Teacher funded by TLFSF and UPK

AIS teachers funded by Title 1A.

SWP Schools Only

Transition Plans to Assist Preschool Children ***(Elementary Schools Only)***

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
We conduct a parent orientation meeting during the month of May led by the EC Social Worker assigned. In June, teachers create a "Day in Kindergarten" schedule. Each Pre-K class is matched with a Kindergarten teacher. Pre-K students spend the day as kindergarteners. We provide Pre-K families with "What to Expect Your Child to Learn in K" pamphlet from the DOE parent resources. Pre-K schedule contains several components and assessments used in K curriculum. Pre-K teachers meet with Kindergarten teachers during the month of June to share records, assessments and any other pertinent information.

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.
A Committee comprised of teachers and administrators worked from July to September 2014 on the selection of MOSL assessments for the purposes of Advance (Teacher Evaluation). In addition, we will conduct a material review in June. Teachers are invited to preview materials being considered for next year and provide their input. Teacher teams are encouraged to suggest specific assessments for each grade. Test simulations are selected in collaboration with teachers from 2nd -5th grades. For new material a consultant is hired to provide professional development in June and during September orientation.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.
Not Applicable

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).
Not Applicable

Parent Involvement Policy (PIP)

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

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

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

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

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

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

REQUIRED OF ALL SCHOOLS

MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

DBN: 08X075

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 codes[1]. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) 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 consolidated[2]. **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 Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, 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	$493,563.51	X	See action plan
Title I School Improvement 1003(a)	Federal	$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	$184,208.00	X	See action plan
Title III, Part A	Federal	$11,200.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	$2,811,425.00	X	See action plan

[1]Explanation/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:

- 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.
- 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.

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

- **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).
- **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.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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.
- **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.
- **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:

- **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.
- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **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.

Department of Education
Carmen Fariña, Chancellor

Department of English Language Learners and Student Support
Milady Baez, Senior Executive Director
52 Chambers Street, Room 209
New York, New York 10007

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 as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is "of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in classrooms."
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your 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: School of Research & Discovery	DBN: 08X075
This school is (check one):	☒conceptually consolidated (skip part E below) ☐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): ☐Before school ☒After school ☐Saturday academy ☐Other: _____
Total # of ELLs to be served: 20 Grades to be served by this program (check all that apply): ☐K ☐1 ☐2 ☐3 ☒4 ☒5 ☐6 ☐7 ☐8 ☐9 ☐10 ☐11 ☐12
Total # of teachers in this program: 1 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _____

Public School 75 is a Pre-Kindergarten through Grade 5 School located in the Hunts Points section of the South Bronx, a low socio-economic area. It is a school serving 610 students including Special Education students in grades K-5. The school climate is warm and inviting, catering to the aesthetic needs of early childhood students. The halls are brightly decorated and classrooms are rich in print and focus on children's literature and content area instructional materials. There is an atmosphere of teamwork and mutual respect between staff members and students, making it a place where students are safe and happy.

P. S. 75 proposes the implementation of an after school program for ELL students at the beginning and Intermediate levels of language proficiency.

The goal of this program is to provide additional support with ESL, Reading and Writing. This program will also strengthen basic literacy skills in the native language.

The after school program will serve approximately 20 ELL students in grades 4 - 5. The primary language of instruction will be English. The program will run for 28 weeks (55 sessions). The program will begin in October 1, 2014 for 2 hours, two days a week (Wednesday and Thursday) from 2:45pm to 4:45pm. The program will end in May 7, 2015. The program will employ one ESL/Writing teacher and one supervisor because there is not other after school program running at the school . The program supervisor will work two days a week (Wednesday and Thursday) from 2:50pm to 4:50pm. (Supervisor's regular day working hours are 7am to 2:45pm).

Among the instructional material that will enhance our ESL program, we expect to purchase, Focus Forward by Rigby. This intensive intervention program has been developed based on scientific research in reading and writing and has been used in a standards based curriculum. The program is aligned with Common Core State Standards and will provide opportunities to enhance and differentiate the ESL program. It augments the ESL and can support a balanced literacy program.

The Title III funds will help a staff and students develop greater self confidence as they enhance their skills in ESL reading and writing. Staff would use fundamental Bilingual strategies and methodologies to assure students build on their strength as they strive to meet and surpass standards set by the City and State.

Part C: Professional Development

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:

PS 75 proposes a professional development plan which includes pedagogical staff who works directly with ELL students. This staff includes ESL/Bilingual teachers, cluster teachers, Title I staff and support staff that impact on the quality of student performance. All interested staff will be provided the opportunity to become familiar with the elements of ESL and express interest in participating in the program.

An informal survey of our teachers this spring and our professional development survey indicated that teachers are interested in learning more about ESL strategies and how to implement these types of strategies in their classrooms. The school administrators and coaches will also support teachers in their instructional practice and help with team building and creating an environment which supports this new initiative.

PS 75 will provide professional development specifically to support the teaching, planning and learning process for English Language Learners. We view professional development as a dynamic process of learning that leads to a new level of understanding and heightened awareness of the context in which teachers work that may compel them to examine accepted policies and routines. To complete the cycle, we will provide teachers with opportunities to reflect on these learning endeavors and teaching experiences with the intent of refining and extending our thinking and learning in education.

Teachers will participate in weekly professional development activities to support the implementation of instructional programs for ELLs. In addition, ELL teachers will participate in five curriculum planning sessions that are geared to increase ELL achievement. These planning sessions will begin on January 5, 2015, for one hour, one day a week (Mondays). These planning sessions will end on February 9, 2015. These planning sessions will be conducted by school coaches and network ELL specialist. Those activities will be designed to develop the cognitive and linguistic skills of ELLs.

MONTH	TENTATIVE TOPICS
Jan. 5th	Looking at Students' Work to Examine Student Thinking
Jan. 12th	Examine the Relevant Common Core Standards to Identify Areas of Alignment and to surface gaps
Jan. 26th	Discuss the Implications for Teacher Planning and Preparation

Part C: Professional Development	
Feb. 2nd	Strengthening Student Work and Teacher Practice
Feb. 9th	Analyze and Discuss Case Study: Identify Strong Practices

Part D: Parental Engagement Activities

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

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

Begin description here:

The program supervisor and school parent coordinator will coordinate the Art parental component of the program. PS 75 proposes the implementation of an Art workshop for parents.

The goals of the art workshop will be: a) to offer parents an artistic experience through poetry and illustrations; b) the development and enhancement of systematic use of parents' cultural background in planning and adapting instructional objectives or activities; c) the use of community resources cross cultural awareness and understanding; d) the opportunity for parents to apply and enhance their artistic skils and increase cultural awareness.

The parent Art workshop will serve approximately 20 - 25 ELL parents. During the month of January, we will schedule one Art workshop for parents. The workshop will have a duration of two hours. We will employ one licensed and qualified artist to implement the instructional program.

The school parent coordinator will send home letters and flyer home to inform parents about the Art workshop and will folow up with phone calls. In addition, the parent coordinator will monitor attendance and provide incentives for active participation in the Art workshops. There will be a final display of original student art illustrations in a variety of forms, styles and approaches.

Month	Topic	Art Consultant
January	Create and Design Posters and Multicultural Books	Ana Soto

Part D: Parental Engagement Activities

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $11200		
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) • Per session • Per diem	_____	_____
Purchased services • High quality staff and curriculum development contracts.	_____	_____
Supplies and materials • 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 ⓘ.

Part I: School ELL Profile

A. School Information ⓘ

District 08	Borough Bronx	School Number 075
School Name School of Research & Discovery		

B. Language Allocation Policy Team Composition ⓘ

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

Principal Marines Arrieta-Cruz	Assistant Principal Yokasta Pena
Coach Sharin Tirado	Coach Thera Erickson
ESL Teacher Maria Acosta	Guidance Counselor Winnie Crespo-Battu
Teacher/Subject Area Laura Paguada-Mellado/5th Gr.	Parent
Teacher/Subject Area Ana Made/K	Parent Coordinator Mabel Gonzalez
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	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.	2	Number of certified bilingual teachers not currently teaching in a bilingual program	5	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers not currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	556	Total number of ELLs	70	ELLs as share of total student population (%)	12.59%

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☐	No☒	If yes, indicate language(s):
Dual language program	Yes☐	No☒	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 (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained	1	1	1	1	1	1								6
Pull-out	0	0	0	1	1	1								3
Total	1	1	1	2	2	2	0	0	0	0	0	0	0	9

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	70	**Newcomers (ELLs receiving service 0-3 years)**	55	**ELL Students with Disabilities**	15
SIFE	0	**ELLs receiving service 4-6 years**	14	**Long-Term (completed 6+ years)**	1

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

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	55	0	8	14	0	3	1	0	0	70

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
Total	55	0	8	14	0	3	1	0	0	70
Number of ELLs who have an alternate placement paraprofessional: 1										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	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	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	14	10	14	5	10	10								63
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French				1	1	2								4
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			1		1	1								3
TOTAL	14	10	15	6	12	13	0	0	0	0	0	0	0	70

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)	12	1	5	1	2	3								24
Intermediate(I)	0	3	4	2	5	4								18
Advanced (A)	2	6	6	3	5	6								28
Total	14	10	15	6	12	13	0	0	0	0	0	0	0	70

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	!Und
4	12	0	0	0	
5	10	2	0	0	
6					
7					
8					
NYSAA Bilingual (SWD)	0	0	0	1	

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3	0	0	0	0	0	0	0	0	
4	9	0	3	0	0	0	0	0	
5	7	0	4	0	0	0	0	0	
6									
7									
8									
NYSAA Bilingual (SWD)	0	0	0	0	0	0	1	0	

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	3	0	7	0	1	0	
8									

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									

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

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

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

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

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

teachers are using the Fountas and Pinnell, NYSESLAT, Baseline Assessments, ELA Simulation Tests, and ELL Periodic Assessments to identify the strengths and weaknesses of the ELLs in the four modalities (listening, speaking, reading and writing). The Respose to Intervention Team (RTI) and the ESL teachers make a comparative analysis of the scores of the ELL Interim Assessments, NYSESLAT, and the ELA Simulation Tests to determine the specific needs of ELLs based on their results in these tests. Based on the data on these assessments, we have noticed that 34 % of students (Beginning Level of English proficiency) need a lot of reinforcement and explicit instruction, through the SIOP Model and the use of ESL methodologies and strategies, in order, to learn the language using the four modalities. In addition, we have noticed that 66% of students (Intermediate and Advanced Levels of English proficiency), are able to express themselves verbally, read books with patterns, use the pictures or photographs to aid in reading, use labels and captions to understand the text. Furthermore, data from assessments like the Fountas and Pinnell Benchmarks, provides the teacher with the following information, each student's independent and instructional levels, fluency and phrasing, accuracy rate, comprehension, and so on. However, our findings show that being able to read, understand, and express themselves in analytical and evaluative-type questions and tasks, are oftentimes challenging for our ELLs. Therefore, targeted instruction on the four modalities is addressed and different groups are formed based on the level of the students. ELLs are encouraged to attend the after school and Saturday Academy programs for enrichment. Classroom teachers, coaches, consultants, AIS staff, and the administration have frequent dialogues with the ESL teachers to ensure that ELLs are monitored to ensure their success. Teachers of ELL students receive additional training in ESL methodologies and strategies. These teachers have also been trained in using Tier levels of Response to Intervention. In addition, they receive professional development to teach metacognitive strategies as a way of scaffolding instruction for students. We are in the process of scheduling professional development, for our ELL teachers, in the use of the SIOP Model.

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

Based on the data, on the LAB-R and NYSESLAT, we have noticed the following patterns across proficiency levels and grades: most of the students in P.S. 75 have made progress in meeting AMAO 1. They have either advanced one proficiency level or made score gains. Some of our students have made considerable gains, thus scoring a proficiency level, on both the Listening and Speaking and Reading and Writing combinations of the NYSESLAT. However, most of our ELL population have not met AMAO 3. This information is crucial in the determination and instructional decisions made for programs offered to our ELLs and professional development for our teachers, in alignment with the Common Core Learning Standards.

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)

Over the past few years, student's English language proficiency has been measured through the NYSESLAT. In general, students in grades K through five achieve a higher English proficiency level in the speaking and the listening modality of the exam. Students score a lower proficiency level in the reading modality. The writing modality across all the grades illustrate an even lower proficiency gain. It is evident that rigorous instruction in Reading and Writing is a necessary improvement in order to make meaningful gains in English language proficiency. Students in grades K-1 are in the beginning level in the four modalities. However, when ELL students are promoted to grades 2-5 they follow the regular pattern on increasing a proficiency level per year with few exceptions. Based on the data, most of the upper grades achieve the advanced level in the four modalities. For the advanced levels across the grades, there are students based on their total NYSESLAT scores who increased their proficiency levels from the intermediate to the advanced levels. Their average reading and writing raw scores increased an average of 1-10 points. The greatest difference between the intermediate and the advanced students are reflected in the reading and writing raw scores. For the beginning and the intermediate levels, there are students across the grades that increased their reading and writing levels with an average of 1-10 points. Few students remained in the same language proficiency levels while most of the students moved two levels of proficiency from the beginning to the advanced levels across the grades. Those students who took the NYSESLAT assessment for first time mostly scored intermediate and advanced levels. As a result, some of those students achieved the proficiency level in the NYSESLAT. Despite the increase in the four modalities, we observe that reading and writing seem to be the most difficult skills to be mastered.

The ELL program at P.S. 75 continues to strive to move students in making one proficiency level gain by the end of the school year. This year, twenty-three of our ELL students became proficient enough to exit the program while many of the students at the beginning proficiency levels made significant gains. Based on NYSESLAT, ELL Interim Assessment, and ELA data, focus areas of need reflect a strong emphasis for instruction in the areas of Reading Comprehension and Writing. These assessments drive instruction and remediation. This is necessary in order to move our Intermediate and Advanced students and ultimately help them reach the proficiency levels needed to exit the program. Lessons and assessments are aligned with Common Core Learning Standards. Based on the LAB-R and NYSESLAT data, students receive the mandated minutes; beginners and intermediate receive 360 minutes. Advanced level students receive 180 minutes. There are a total of 70 ELL students who are mandated to take the ELA test in April 2014. ELL students have a choice to take the content area examination in Mathematics, Social Studies and Science in their native language or use English and native language editions simultaneously or use bilingual dictionaries and glossaries. In addition, ELL students have time extension: time and a half and separate location.We strive to provide solid and effective preparation in English Language Arts and other content

areas for students. The greatest increase occurred in the total number of students in the testing grades are in the intermediate proficiency level. Many of our beginning students are newcomers.

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?

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

- To improve scores in Mathematics and English Language Arts for students mandated to take standardized tests. The majority of ELL students are at Level 1 in both ELA and Mathematics (Grades 3-4), Level 2 in Mathematics (Grades 3-4), and Levels 2/3 in Science (Grade 4).
- To increase proficiency level performance on the NYSESLAT, English Language Arts and Mathematics. The majority of students in the testing grades are at the Intermediate level of proficiency.
- To provide AIS in literacy and language development for ELLs and students at risk and long term ELL students who score at levels 1 and 2 on standardized tests.
- To improve written proficiency at all levels.Upon examining the grade 3-5 New York State ELA (Spring 2013) test, the following results are illustrated for grade 3 ELLs: 8% scored level 2 and 92% scored level 1. In grade 4; 9% scored level 2 and 91% scored level 1. In grade 5; 6% scored levels 3-4; 31% level 2 and 63% scored level 1. The implications for the instructors of ELLs to continue to use instructional time blocks, on-going professional development to teach effective reading/writing practices, Journeys, Comprehension Strategies, Chapter books, funded pull-out ELA teachers, and small group instruction. Upon examining the grade 3-5 New York State Math (Spring 2013) test, the following results are illustrated for grade 3 ELLs: 23% scored level 2 and 77% scored level 1. In grade 4; 36% scored level 2 and 64% level 1. In grade 5; 35% scored levels 3-4; 50% level 2 and 15% scored level 1. After reviewing the data, the implications for the instructors of ELLs are to continue to use instructional time blocks, on-going professional development to teach effective math practices, Math in Focus, funded pull-out math teachers, and small group instruction. Upon examining the grade 4th New York State Science (Spring 2013) Assessment, the following results are illustrated for grade 4 ELLs: 54% scored levels 3-4 and 45% scored level 2. The implications for the instructors of ELLs are to continue to use instructional time blocks, on-going professional development to teach effective science practices and hands-on activities, teacher- made assessments, and small group instruction. Students have the opportunity to enhance their abilities and knowledge in science through Science Fairs projects. Students are tested in English, but are given access to take exams in their native language. In addition, books in Math, Science and Social Studies are provided in the child's native language.

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*.)

P.S. 75 implements RtI for our ELL students. For Tier, we use the Fountas and Pinnell Benchmark Assessment as a tool to gauge our students' literacy skillls. Once the data has been analyzed, a strong core foundation is put in place by the classroom teacher. Teachers frontload vocabulary, use sentence structures, model and use chants, songs, and poems to to help build phonemic awareness, use of language frames to help develop their speaking and listening skills, promote different typyes of writing, use magnetic letters to build and break apart words, participate in shared reading of big books and other text, partner reading, reading aloud with audio books, use guided reading to model and build upon background knowledge, vocabulary, word-reading skills, and comprehesion monitoring. In addition, use scaffolding strategies, in order, to make the concepts comprehensible for our ELL students. Connections between the ELLs home language and the second language are made through the use of cognates and using students' home languages to build background knowledge, key concepts, and challenging vocabulary. Throughout this cycle, teachers use both formative and summative assessments, teacher-made exams, checklists, and so on, to gauge students' progress. For Tier 2, tailored intervention services are given to small groups using READ 180. Students are encouraged to speak through task-oriented situations in order to interact and communicate with peers and adults. Listening activities (note-taking, following spoken instruction), flexible groupings, instructional features (theme studies, scaffolding, language sensitive lesson modifications), multi-dimensional assessments (formative, summative, portfolios, running records, anecdotal observations) and other sources such as videos and audios (books on tape) will continue to be utilized. Reading and writing strategies for developing and improving English proficiency levels include guided, shared, and independent reading and writing (small groups, peer grouping, student-teacher conferencing) in order to develop and enhance language proficiency. For Tier 3, a more intensive intervention is used for those students not making sufficient gains. These students will be given 1:1 tutoring. In addition, we offer continued staff development for teachers of ELLs in the use of ESL scaffolding strategies to teach content area materials, the use of oral and written language, the use of disciplinary discourse with students, push-in and pull-out support and extended day program for extra help. Teachers will expect students to achieve at high performance levels and use a variety of instructional strategies to challenge them. Students will be engaged in projects that enhance and ensure creativity and

critical thinking. They will take responsibility for student success by employing methods to meet the needs of students. P.S. 75 teachers will be facilitators of students' academic and personal growth, guiding them to be independent thinkers. Also, they will encourage students to take ownership of their own learning as evidence by creative student work, rigorous lesson planning and student interactions. To ensure meeting the needs of our ELL population, we will continue providing them the following services: Academic Intervention Services, Extended Day, Differentiated Instruction, Push-in Model of Instruction, Pull-out Model, Tutoring, Out of Classroom Writing Workshop, After School Instruction, and Saturday Instruction.

6. How do you make sure that a child's second language development is considered in instructional decisions?
Native language is used to build a foundation in literacy and academic content that will facilitate English language and academic development as students acquire the new language. Students have a range of developed and prior knowledge experiences. These levels of skills in the native language are considerated when preparing lesson plans in order to implement scaffolding strategies and activities to help build on literacy and academic concepts. Academic language development is achieved in a collaborative setting, where ELLs and teachers are partners in learning. Teachers provide scaffolding support that is responsive to the students' needs in developing academic language. Furthermore, resources such as bilingual glossaries, picture dictionaries, content area textbooks (in the child's native language) are available for the students as a means of additional support as they acquire English.

7. For dual language programs, answer the following:
    a. How are the English-proficient students (EPs) assessed in the second (target) language?
    b. What is the level of language proficiency in the second (target) language for EPs?
    c. How are EPs performing on State and City Assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We expect ELL students to grow between 3-5% during the course of the school year. All students will have an analysis of their test data to form a profile. Weekly assessments will monitor students. A mid semester evaluation and end of semester evaluation will be administered. The program will be evaluated with multiple measures of formative and summative assessments. In addition, teacher effectiveness will be measured by administrators and coaches evaluations of teacher's classroom lessons, attendance at professional development sessions and self-evaluation tools. All test data on students will be integrated into a progress profile.
    - Each student will have an individualized plan based on data.
    - Each student will be evaluated on a weekly basis.
    - Struggling students will have further diagnostic testing.
    - Students will have individualized as well as group work to support learning.

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.)
The process of initial identification of ELLs begins upon registration. Preliminary screening and interviews are conducted by the ESL Coordinator/teacher. Parents are asked to complete the Home Language Identification Survey (HILS) which is given by the ESL Coordinator/Teacher. P.S. 75 provides in-house oral assistance to those parents and students who need native language support during the intake process via school administrators and/or ESL coordinator. The ESL Coordinator/Teacher reviews the Home Language Identification Survey (HLIS) for eligibility. Once eligibility is determined, the LAB-R is given within 10 days upon registration. For Spanish-speaking ELLs, the Spanish LAB-R is given. The results on the LAB-R will determine the following: 1) a student who speaks little or no English will be placed in a beginner category for ELLs; 2) students who are transferring from another school will, at many times, already have results from the LAB-R. Eligible students who are transferring from a private or school outside of New York will have to be administered the LAB-R; 3) students who are eligible for bilingual education or whose parent

selection is for a bilingual program are often referred to a nearby bilingual school. In addition, P.S. 75 administrators and ESL coordinator begins an outreach process (phone calls and school letters) to inform parents who have previously chosen a TBE/DL program when the program becomes available.

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.
P.S. 75 offers a Parent Orientation, within the first 10 days of school, given by the ESL Coordinator/Teacher and support and assistance from the school administration and parent coordinator, in both English and Spanish. A power point/oral presentation, along with the viewing of the Orientation Video (DVD) is used to inform the parents of the core curriculum, learning standards, expectations, assessments, and ELL Programs offered by the New York City Department of Education. We provide a packet for each parent and atendee with an agenda, translated materials (Parent Brochures, Newsletters, Parent Survey/Program Selection Forms, etc.). In addition, a sign-in sheet is utilized to keep a record of those parents/guardians who attended the orientation. An individual or one-on-one parent orientation is provided for absentee parents and throughout the school year for those newly admitted ELL students.

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].)
Once all ELLs are determined as being eligible (based on NYSESLAT or LAB-R scores), parent letters are sent home. For those newly admitted ELLs, their parents receive the Entitlement Letter, along with the Parent Survey and Selection Form and Placement Letter. For those students who were considered ELLs based on the HLIS and passed the LAB-R, their parents receive the Non-Entitlement Letter. For those students who continue to need ESL services (whether or not they transferred from another New York City/State Public School), their parents receive the Continued Entitlement Letter. For those students who passed the NYSESLAT (whether or not they transferred from another New York City/State Public School), their parents receive the Non-Entitlement/Transition Letter. The ESL Coordinator/Teacher, along with the administration, ensures that all letters are returned in a timely manner. Prior to sending the letters home, copies are made and placed in a binder. Along with these letters, a detailed individual and grade checklist is kept in the binder as well. This binder is kept in a secure (locked) cabinet in the ESL Coordinator's/Teacher's office or the administrator's office and made available upon request. If a form is not returned, within the alotted time, the default program for the ELL student(s) is Transitional Bilingual Education as per CR Part 154.

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.
If the student is determined to require services as per the LAB-R/English, the parent or guardian is immediately informed. They are then required to attend an Orientation for Parents of ELLs. Parent orientations are conducted as the need arises throughout the school year for entitled students. During these orientations parents or guardians are informed through brochures and Parent Orientation DVD of the various ELL programs available for their children, especially those available at P.S. 75 - Self-Contained and Free-Standing ESL Programs. Upon receiving the information on the various educational programs for ELLs including the instructional process, parents/guardians are then asked to make a program selection. ESL Coordinators/Teachers distribute and collect the ESL entitlement/continued entitlement letters, Parent Survey and Program Selection forms. Then, these forms including placement letter records are stored in the ESL coordinator's office and available upon request. Spanish translators are always available during the parent orientations, meetings and/or consultations. Parents are also notified about the NYSESLAT and how their child can exit out of the program by scoring a certain level of proficiency. Parents are encouraged to join school community events, participate in the PTA, attend Parent/Teacher conferences, and volunteer as learning leaders. Information is always presented to parents in both languages (English/Spanish). Translators are available for parents on site.

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.
Early in the school year, P.S. 75 develops a Master List of Entitlement which is a list of students, by grade, who are eligible to take the NYSESLAT. This list is a "living" document and is upated oftentimes throughout the school year. In addition, we use the RLER (ATS Report) to cross-check our list to the ATS Report. This list will give us the names of students eligible to take either the NYSESLAT or LAB-R. Using this list, the ESL Coordinator/Teacher, along with the administration, take the necessary steps to ensure that all testing protocols and regulations are followed as per the New York State Department of Education Testing Memo. We ensure that all teachers, involved in NYSESLAT Testing, have their rooms set up for testing. A memo is sent out to any and all staff involved in testing the ELLs for the NYSESLAT with pertinent information with regards to the dates of the test, testing modifications, and so on.

Make-up testing (absentees), for any part of the NYSESLAT, is given by the ESL Coordinator/Teacher during the NYSESLAT Testing window.

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.

P.S. 75 monitors parents choices annually. We especially keep track of those newly admitted students by entering the information on the ELPC screen (ATS Report). After reviewing the Parent Survey and Program Selection forms for the past several years, parents' first choice of selection has been the Self-Contained and Free Standing ESL program. Presently, PS 75 does not have a bilingual program. According to the Parent Survey and Program Selection Forms they show that, 11 parents have chosen the Transitional Bilingual Program; 2 parents have chosen the Dual Language Program; and 5 parents have chosen the ESL Program for their children. In the past, most parents opted for ESL, mainly because they preferred to teach their children their native language at home. Many of our students speak a language other than English and Spanish. Therefore, we offered and continue to offer an ESL, both self-contained and freestanding, Program. In an effort to honor parent choice, we keep a print-out of the ELPC screen and the parents' information on file, in order to be able to communicate and upcoming availabilities in the programs we offer our ELLs.

Part V: ELL Programming

A. Programming and Scheduling Information

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

At P.S. 75 instruction is delivered in several ways. We have a push-in (co-teaching) model, where the ESL teacher collaborates with the ELL self-contained classroom teacher in delivering instruction. The ESL teacher, in conjunction with the classroom teacher, provides scaffolding and other strategies, to whole and small heterogenenous groups, in order to make the material comprehensible for our students as they learn a second language. In addition, the ESL teacher pulls-out a small homogeneous group of students, of various grade levels to deliver instruction on a skill and/or strategy taught in their class. Furthermore, she articulates with the various teachers, in order to better serve our ELL population.

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

At P.S. 75, the ESL classes consist of beginning, intermediate and advance English proficient level students. Students in the beginning and intermediate levels of English proficiency receive 8 weekly periods (360 minutes) of instruction in ESL and 17 periods (850 minutes) of instruction in ESL through ELA, Math, Science, and Social Studies. Advanced students receive 4 periods (180 minutes) of instruction in ESL, 4 periods (180 minutes) of instruction in ELA and 17 periods (850 minutes) of instruction in Math, Science and Social Studies. The same is applicable to the special education students respectively.
The following is a representation of the existing levels at the school:

Proficiency Levels	Total # of students	Minutes
Beginning	24	360 minutes
Intermediate	18	360 minutes
Advanced	29	180 minutes

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.

In an effort to develop the language skills and fluency of our ELL population at P.S. 75, we use task-based curriculum and the Workshop Model which follows all the balanced literacy components, such as, Read Aloud, Shared Reading/Writing, Independent Reading/Writing and Guided Reading/Writing. In addition to the Model, we incorporate audio/visuals, listening centers, big books, charts, graphic organizers, and manipulatives. The content areas in the Self-Contained ESL classes are taught using the following scientific based approach: Basic Interpersonal Communication Skills (BICS); Cognitive Academic Language Proficiency (CALP), by Cummins (1984), and the Cognitive Academic Language Learning Approach (CALLA), by A. Chamot and M. O'Malley. In every classroom at P.S. 75, you will find differentiated instruction in order to meet the varying needs of the ELL population. Teaching strategies used to meet the different needs of our ELL students are: modeling, total physical response, scaffolding, frontloading Tier 2 vocabulary, repetition, hands-on-instruction, use of graphic organizers and other visual aides to help our students understand the concepts taught, heterogeneous small group instruction, individual instruction, and pairing. Reading strategies such as Reciprocal Teaching are done to help students construct their understanding of literacy. Teachers are encouraged to work on thematic units to help students learn holistically which research has proven to be the most effective for English Language Learners. In addition, leveled libraries exist in all classrooms and bilingual books are visible for ELL students. Ongoing assessments are done in monthly learning walks, professional development, and research study groups.

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

At PS 75, students are not evaluated in their native languages throughout the year. The Native language is used to build a foundation in literacy and academic content that will facilitate English language and academic development as students acquire the new language. Students have a range of developed and prior knowledge experiences. These levels of skills in the native language are taken into consideration when preparing lesson plans in order to implement scaffolding strategies and activities to help build on literacy and academic concepts. Academic language development is achieved in a collaborative setting, where ELLs and teachers are partners in learning. Teachers provide scaffolding support that is responsive to the students' needs in developing academic language.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
At P.S. 75, we ensure that our ELLs are appropriately evaluated in all four modalities of English acquistion throughout the year. We use checklists, formative and summative assessments, ELA and Math Simulations, Baseline Assessments, ELL Periodic Assessments, task oriented projects, in addition to NYSESLAT preparation materials.

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).

We do not currently have SIFE students, however, in the case that there are, these students will receive RtI services to develop their academic language skills. In addition, the use of the SIOP Model to make instruction explicit, yet meaningful will be helpful for our ELLs to develop their skills in the second language. Newcomers and long-term ELLs receive daily Academic Intervention services to develop their academic language skills. Both the SIFE and newcomer ELLs will benefit from differentiated instruction based on assessing and analyzing targeted skills. We will build connection between their personal life and the school community. These ELLs are classified according to their English language proficiency in a timely manner, and their ESL instructional program is designed to accommodate their learning on the basis of their proficiency. Parents receive information and orientation related to the Language Allocation Policy (LAP) and how it affects the delivery of the chosen instructional model. Many of our beginning students are newcomers. Newcomers receive intensive instruction in ESL. This is done to ease their transition to a new environment. During orientation meetings, the ESL teachers meet with parents to discuss future plans. Explicit, small group instruction is essential for our Beginning ELLs. These students are provided with daily and extended services in basic competency skills. Advanced students receive additional instruction during the extended day academy. At P.S.75 we support the initial adjustment of immigrant students who are newcomers in our school to the language, culture and schooling of their new country. We emphasize the integration of academic and personal-social support to help students adjust. Our plan for integrating newcomers into our classrooms is based on Maslow's hierarchy of human needs which are safety and security and a sense of belongingness (Maslow, 1968). To address these needs the following recommendations are helpful: 1) assign a "personal buddy" to each newcomer who speaks his/her language, knows the school, and is comfortable here; 2) the teacher should set predictable routines and schedules which creates a sense of security for new students; 3) newcomers should be assigned to a "home-group" that remains unchanged for a long time which may be defined by table; 4) The teacher should seat newcomers toward the middle or in front of the classroom so they can observe experienced students; 5) repetition of classroom routines provide newcomers with language learning opportunities; 6) integrate newcomers into cooperative groups for further social and academic language learning activities through the following phases: get along, developing relationships, production and autonomy; 7) have native language libraries providicing students the opportunity to choose books to read in their native language. Cooperative groups may be homogenous or heterogeneous. ELL students receiving services 4-6 years and the Long-Term ELLs who are experiencing a low proficiency level in the second language (based on the NYSESLAT, ELA Simulation Tests and ELL Interim Assessments) and have not made progress in the second language may be recommended for At-Risk Academic Intervention Services and receive the following academic intervention services (AIS):

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

Instruction is planned and implemented using the Workshop Model which ensures student engagement, student productivity, real world connections, and multiple assessments. All components of the Workshop Model will include reading, writing, and discussion. The teacher will model, observe, and analyze student learning. The teacher will advise, coach, guide, and monitor student understanding. They will also extend student learning for future study. An essential component is to develop an effective means of assessing student progress in meeting the standards. The school's transition plan for ELL students (including the special education students) who reach proficiency on the NYSESLAT and are transferred to monolingual classes is to provide two additional years of ESL support services. In additon, they participate in the P.S. 75 Academic Intervation Program, Math Olympiads Team, Tier II Tuesdays, and Math Mondays to insure that they reach the highest academic achievement.

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?
ELL-SWD students are held accountable to the same grade expectations and standards as monolingual students. In order to provide maximum learning conditions for them and meet compliance with the NYC Department of Education, training is provided to all teachers, in order, to learn about approaches used in assessing these students. ELLs who are in Special Education classes or have specific Individualized Educational Plan (IEP) receive accommodations stated in the IEP. X-Coded ESL students receive services,

in addition to receiving preparations and modifications for all examinations. In an effort to develop the language skills and fluency of our ELL population at P.S. 75, use the Workshop Model which follows all the balanced literacy components, such as, Read Aloud, Shared Reading/Writing, Independent Reading/Writing and Guided Reading/Writing. The On My Way to English Literacy Program is used, as an additional resource, to support our students literacy development throught the use of graphic organizers, Total Physical Response, vocabulary development, and audio-visual aids. In addition to the model, we incorporate audio/visuals, listening centers, big books, charts, graphic organizers, and manipulatives. The content areas in the Self-Contained ESL classes are taught using the following scientific based approach: Basic Interpersonal Communication Skills (BICS); Cognitive Academic Language Proficiency (CALP), by Cummins (1984), and the Cognitive Academic Language Learning Approach (CALLA), by A. Chamot and M. O'Malley. In every classroom at P.S. 75, you will find differentiated instruction in order to meet the varying needs of the ELL's population. Teaching strategies used to meet the different needs of our ELL's students are: modeling, total physical response, repetition, hands-on-instruction, small group instruction, and individual instruction and pairing. Reading strategies such as Reciprocal Teaching are done to help students construct their understanding of literacy. Teachers are encouraged to work on thematic units to help students learn holistically which research has proven to be the most effective for English Language Learners. In addition, leveled libraries exist in all classrooms and bilingual books are visible for ELL students. The use of SMARTBoards, computers, laptops, and I-Pads are used by students to research information. Strong high quality Tier 1 instruction is provided. Text is modified and adapted to grade level text, groups are rotated between learning center work, and instructions are re-worded and simplified (broken up into simple steps) so students can accomplish a task. Ongoing assessments are done in monthly learning walks, professional development, and research study groups. The following goals and objectives have been made to improve instruction in English Language Arts and other content areas for English Language Learners:

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

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?

In an effort to develop the language skills and fluency of our ELL's population at P.S. 75, we use the Workshop Model which follows all the balanced literacy components, such as, Read Aloud, Shared Reading/Writing, Independent Reading/Writing and Guided Reading/Writing. In addition to the Model, we incorporate audio/visuals using SMART Boards, listening and other learning centers with simple instructions for completing the task and games to reinforce academic skills, the SIOP Model for instruction, big books, charts, graphic organizers, and manipulative. ESL teachers push-in all ELL classes to provide ELA, Math and content area support. Both the General Education Teacher and the Special Education Teacher share a common planning period so they can articulate instructional goals and ideas. During this planning time, teachers discuss ways to reinforce or reteach skills taught in the classroom. The content areas in the Self-Contained ESL classes are taught using the following scientific based approach: Basic Interpersonal Communication Skills (BICS); Cognitive Academic Language Proficiency (CALP), by Commins (1984), and the Cognitive Academic Language Learning Approach (CALLA), by A. Chamot and M. O'Malley. We also have ICT Classes for our students with disabilities. In every classroom at P.S. 75, you will find differentiated instruction in order to meet the varying needs of the ELL population. Teaching strategies used to meet the different needs of our ELL students are: modeling, total physical response, repetition, hands-on instruction, small group instruction, individual instruction, and pairing. Reading strategies such as Reciprocal Teaching are done to help students construct their understanding of literacy. Teachers are encouraged to work on thematic units to help students learn holistically which research has proven to be the most effective for English Language Learners. In addition, leveled libraries exist in all classrooms and bilingual books are visible for ELL students. SETSS are given to students' whose IEPs indicate such services. All out-of-classroom personnell (Speech Teacher, SETSS Teacher, ESL Teacher, and so on) work together to schedule their groups so they do not create a conflict, yet provide the mandated time needed and entitled by the student(s). Ongoing assessments are done in monthly learning walks, professional development, and research study groups.Since Writing and Reading are still the focus for this academic year, strong emphasis is on the Reading and Writing workshop. The workshop model relies heavily on intensive forms of writing. The instructional materials being utilized for reading are Splash and Land of the Letter People (PreK), Journeys (K-5), Chapter Books (3-5), Read 180 (3-5 technology), Focus Forward (3-5), and Extensions in Reading Paired Passages (3-5 Test Prep) and Skill Bridge (3-5 Test Prep). The instructional materials being utilized for writing are WRITE! and Write Source, comprehensive writing programs designed to help students with special needs. Teachers are also trained on working with students on the writing process, which is another approach to writing proficiency. ELL students who are at-risk receive

instruction through the Breakthrough to Literacy program. ELL instructors are also trained in Breakthrough to Literacy. The instructional materials being utilized for math are Math in Focus (K-5), Math Steps (3-5), New York State Coach (3-5 Test Prep), Comprehensive Math Assessments (2-5 Test Prep), and Elements of Daily Mathematics (3-5 Extended Day).

Courses Taught in Languages Other than English

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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 *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	**Intermediate**	**Advanced**
ELA instruction for *all* 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.

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

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

B. Programming and Scheduling Information--Continued

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

Over the past few years, student's English language proficiency has been measured through the NYSESLAT. In general, students in grades K through five achieve at a higher English proficiency level in the speaking and the listening modality of the exam. Students score lower in the reading modality. The writing modality across all the grades illustrate an even lower proficiency gain. It is evident that rigorous instruction in Reading and Writing is a necessary improvement in order to make meaningful gains in English language proficiency. Students in grades K-1 are in the beginning level in the four modalities. However, when ELL students are promoted to grades 2-5 they follow the regular pattern on increasing a proficiency level per year with few exceptions. Based on the data, most of the upper grades achieve the advanced level in the four modalities. For the advanced level across the grades, there are students, based on their total NYSESLAT scores, who increased their proficiency levels from the intermediate to the advanced levels. Their average reading and writing raw scores increased an average of 1-10 points. The greatest difference between the intermediate and the advanced students are reflected in the reading and writing raw scores. For the beginning and the intermediate levels, there are students across the grades that increased their reading and writing levels with average of 1-10 points. Few students remained in the same language proficiency levels while most of the students move two levels of proficiency from the beginning to the advanced levels across the grades. Those students who took the NYSESLAT assessment for first time mostly scored intermediate and advanced levels. As a result, some of those students achieved the proficiency level in the NYSESLAT. Despite the increase in the four modalities, we observe that both reading and writing seem to be the most difficult skills to be mastered. The ELL program at P.S. 75 continues to strive to move students in making one proficiency level gain by the end of the school year. This year, twenty-three of our ELL students became proficient enough to exit the program while many of the students at the beginning proficiency levels made significant gains. Based on NYSESLAT, Interim Assessment, and ELA data, focus areas of need reflect a strong emphasis for instruction in the areas of Reading Comprehension and Writing. These assessments drive instruction and remediation. This is necessary in order to move our Intermediate and Advanced students and ultimately help them reach the proficiency levels needed to exit the program. Lessons and assessments are aligned with the common core learning and performance standards. Based on the LAB-R and NYSESLAT data, students receive the mandated minutes; beginners and intermediate receive 360 minutes. Advanced level students receive 180 minutes. There are a total of 67 ELL students who are mandated to take the ELA test in April 2014. Furthermore, targeted intervention programs are offered for our ELL population. We provide Academic Intervention Services in both Literacy and Mathematics, in English. READ 180, Academic Literacy through the Content Areas (Science and Social Studies) are also offered to our ELLs in English. ELL students have a choice to take the content area examination in Mathematics, Social Studies and Science in their native language or use English and native language editions simultaneously or use bilingual dictionaries and glossaries. In addition, ELL students have time extension: time and a half and separate location. We strive to provide solid and effective preparation in English Language Arts and other content areas for students. The greatest increase occurred in the total number of students in the testing grades are in the intermediate proficiency level. Many of our beginning students are newcomers.

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

Our ELL instructional program is aligned with ELA/ESL content learning standards and core curriculum. Academic rigor is incorporated in all lessons to improve Reading and Writing skills. Accountable talk is the primary focus for our Beginning level students who are still at the Basic Interpersonal Communicative Skills level of oral proficiency. The Workshop Model of instruction nd the components of Balanced Literacy are implemented to enhance comprehension and language development. Students are gouped homogenously for targeted areas of instruction and are also placed in small differentiated groups for more systematic, explicit instruction. Teachers utilize ongoing assessment in order to: plan, modify and augment instruction; continuously group students according to their linguistic and academic needs; and utilize pertinent strategies to meet individual needs. Teachers group students in homogenous and heterogeneous groups strategically to meet learning goals and address student needs and growth. The school leadership team and teachers are using the Fountas and Pinnell, NYSESLAT, ELA Simulation Tests, and ELL Periodic Assessments to identify the strengths and weaknesses of the ELLs in the four modalities (listening, speaking, reading and writing). The Academic Intervention Team (AIS) and the ESL teachers make a comparative analysis of the scores of the ELL Interim Assessments, NYSESLAT, and the ELA Simulation Tests to determine the specific needs of ELLs based on their results in these tests. Therefore, targeted instruction on the four modalities is addressed and different groups are formed based on the level of the students. ELLs are encouraged to attend the after school and Saturday Academy programs for enrichment. Classroom teachers, coaches, consultants, AIS staff, and the administration have frequent dialogues with the ESL teachers to ensure that our ELLs are being monitored to ensure their success. Teachers of ELL students receive additional training in ESL methodologies and strategies. These teachers have also been trained in using Tier levels of Response to Intervention. In addition, they receive professional development to teach metacognitive strategies as a way of scaffolding instruction for students. Upon examining the grade 3-5 New York State ELA (Spring 2012) test, the following results are illustrated for grade 3 ELLs: 9% scored levels 3-4; 56% level 2 and 35% scored level 1. In grade 4; 20% scored levels 3-4; 45% level 2 and 35% levels 1. In grade 5; 6% scored levels 3-4; 31% level 2 and 63% scored level 1. The implications are for ELLs and instructors of

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

Upon examining the grade 3-5 New York State Math (Spring 2013) test, the following results are illustrated for grade 3 ELLs: 25% scored levels 3; 54% level 2 and 21% scored levels 1. In grade 4; 48% scored levels 3; 38% level 2 and 14% level 1. In grade 5; 35% scored levels 3-4; 50% level 2 and 15% scored level 1. The implications are for ELLs and instructors of ELLs to continue to use instructional time blocks, on-going professional development to teach effective math practices, Princeton Review, Math in Focus, Everyday Math and Impact Math Assessment, funded pull-out math teachers, and small group instruction.

Upon examining the grade 4th New York State Science (Spring 2013) Assessment, the following results are illustrated for grade 4 ELLs: 82% scored levels 3-4; 33% level 2 and 5% level 1. The implications are for ELLs and instructors of ELLs to continue to use instructional time blocks, on-going professional development to teach effective science practices and hands-on activities, teacher made assessments, and small group instruction. Students have the opportunity enhance their abilities and knowledge in science through Science Fairs projects. Academic Intervention Service is provided to our ELL population. These students receive explicit instruction by the teacher. Advanced students are also given the opportunity to be involved in our academic enrichment extended day program. Long-term ELLs, Holdovers and students are at-risk will also receive special instruction by the ESL teacher. The AIS program is specially designed in collaboration with the ESL coordinators and the school Administrators. These students are serviced during the day and after school. The program provides basic instruction in English which includes basic content areas skills in an effort to help students make progress into their academic studies. We have also included newcomer students in our before/after school academic programs as well as providing additional AIS to these students.

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

For the upcoming school year, we will continue developing and enhancing the programs for ELLs that we already had stablished in our school. Therefore, none of the programs will be discontinued. At the present time, we do not have in place activities in our school to assist newly enrolled ELL students before the beginning of the school year and there are no language activties offered to ELL students. English Language Learners are held accountable to the same grade expectations and standards as monolingual students. The following goals and objectives have been made to improve instruction in English Language Arts and other content areas for English Language Learners:

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

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

None of the programs will be discontinued.

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

Extended Day Program and after school tutoring is available to all ESL students in grades 2-5. This program is instructed by a license ESL teacher. In addition, Academic Intervention Service is provided to our ELL population and it targets academic literacy. These students receive explicit instruction by a licensed ESL teacher. Advanced students are also given the opportunity to be involved in our academic enrichment extended day program. Long-term ELLs, Holdovers and students who are at-risk will also receive special instruction by the ESL teacher. This program is especially designed in collaboration with the ESL coordinators and the school Administrators. All materials, resources and services support used in the program correspond to ELLs' age and grade levels. In addition, these students are serviced during the day. The program provides basic instruction in English which includes phonemic awareness and basic mathematical skills in an effort to help students make progress into their academic studies. We have also included newcomer students in our after school academic programs as well as providing additional AIS to these students. After School Program is available to all ESL students in grades 3-5. This program is instructed by license Bil/ESL teachers. The goal of this program is to provide additional support with ESL, Reading and Writing. The instructional material being utilized for our ESL After School program is Focus Forward by Rigby which correspond to ELLs age and grade levels. This intensive intervention program has been developed based on scientific research in reading and writing and has been used in a standards based curriculum. The program is aligned with New York State standards and will provide opportunities to enhance and differentiate the ESL program. It augments the ESL and can support a balanced literacy program. The program began in October of 2013 for two

hours daily two days a week (Tuesdays and Thursdays) (3-5 PM). The program will end in February of 2014. The program employed ESL/Writing teachers. The primary language of instruction is English.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
In an effort to develop the language skills and fluency of our ELL's population at P.S. 75, we use the Workshop Model which follows all the balanced literacy components, such as, Read Aloud, Shared Reading/Writing, Independent Reading/Writing and Guided Reading/Writing. In addition to the Model, we incorporate audio/visuals, listening centers, big books, charts, graphic organizers, and manipulatives. The content areas in the Self-Contained ESL classes are taught using the following scientific based approach: Basic Interpersonal Communication Skills (BICS); Cognitive Academic Language Proficiency (CALP), by Cummins (1984), and the Cognitive Academic Language Learning Approach (CALLA), by A. Chamot and M. O'Malley. In every classroom at P.S. 75, you will find differentiated instruction in order to meet the varying needs of the ELL population. Teaching strategies used to meet the different needs of our ELL students are: modeling, total physical response, repetition, hands-on-instruction, small group instruction, individual instruction, and pairing. Reading strategies such as Reciprocal Teaching are done to help students construct their understanding of literacy. Teachers are encouraged to work on thematic units to help students learn holistically which research has proven to be the most effective for English Language Learners. In addition, leveled libraries exist in all classrooms and bilingual books are visible for ELL students. Ongoing assessments are done in monthly learning walks, professional development, and research study groups. Since Writing and Reading are still the focus for this academic year, strong emphasis is on the Reading and Writing workshop. The workshop model relies heavily on intensive forms of writing. The instructional materials being utilized for reading are Splash and Land of the Letter People (PreK), Journerys (K-5), Chapter Books (3-5), Read 180 (3-5 technology), Focus Forward (3-5), and Extensions in Reading Paired Passages (3-5 Test Prep) and Skill Bridge (3-5 Test Prep). The instructional materials being utilized for writing are WRITE! and Write Source, comprehensive writing programs designed to help students with special needs. Teachers are also trained on working with students on the writing process, which is another approach to writing proficiency. In addition, our ELLs use the Getting Ready for NYSESLAT and Beyond (K-5) and Empire State NYSESLAT (K-5) to use as additional support within the four modalities. ELLs students who are at risk receive instruction through the Breakthrough to Literacy program. ELL instructors are also trained in Breakthrough to Literacy. The instructional materials being utilized for math are Math in Focus (K-5), Math Steps (3-5), New York State Coach (3-5 Test Prep), Comprehensive Math Assessments (2-5 Test Prep) and Elements of Daily Mathematics (3-5 Extended Day).

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Native Language Arts builds a foundation in literacy and academic content that will facilitate English language and academic development as students acquire the new language. Students have a range of developed and prior knowledge experiences. These levels of skills in the native language are considered when preparing lesson plans in order to implement scaffolding strategies and activities to help build on literacy and academic concepts. Native language is supported through resources provided throughout the school. Bilingual dictionaries, native language textbooks and leveled libraries, as well as cognates, and teacher-made exams are provided in both English and Spanish. Academic language development is achieved in a collaborative setting, where ELLs and teachers are partners in learning. Teachers provide scaffolding support that is responsive to the students' needs in developing academic language.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
The required services provided for our ELLs support their ages and grade levels. We take into consideration the needs of our population along with professional development our teachers receive in and outside of school. Our ELLs learn the second language through explicitly taught ESL methodologies as well as language development opportunities within the content of grade-level content. They have access to the academic content at their grade level. ELLs are grouped heterogeneously with native English speakers to benefit from native English-speaking models when appropriate. They are given the same opportunities to participate in highter level content classes, enrichment experiences, and extracurricular activities as do their native English-speaking peers. We provide differentiated instruction in order to meet the varying needs of our ELL population. A variety of teaching strategies are used, by the classroom teachers and support staff, to meet those different needs, such as, modeling, total physical response, repetition, hands-on instruction, small group instruction, individualized instruction, graphic organizers and anchor charts, and the use of visuals and realia. In addition, our ELL population receive appropriate academic intervention services for their specific language and academic needs through the use of developmentally and grade appropriate materials.

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.
At the present time, we do not have in place activities in our school to assist newly enrolled ELL students before the beginning of the school year, however, throughout the school year, these students are taking students on field trips to museums, community walks, and

so on. The use of Reader's Theater, rhymes, chants, and songs are used to develop oral language skills.

18. What language electives are offered to ELLs?
    At the present time, we are not offering language electives for the students in our school as part of the their curriculum program.

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)?

    N/A

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.

Professional development opportunities throughout the course of the school year are offered to all personnel who work with ELLs including assistant principals, teachers, paraprofessionals, guidance counselor, social worker, psychologist, occupational/physical therapists, speech therapists, secretaries and school aides. Professional development is designed to engage faculty in professional discourse and provide support for our ELL population. P.S. 75 provides ongoing staff development in reading and writing strategies, using the "On My Way to English" K-5 Balanced Literacy Program, Rigby Write Source, Focus Forward Intensive Intervention Program, and the Journeys Program to provide remediation and enrichment in reading and writing processes, and comprehension skills. In addition, our professional development includes training for teachers in ESL strategies/methodologies, language acquisition and the mandated 10 hour training in ESL. These staff development sessions are offered to both ESL and monolingual teachers. Training in ESL is provided to teachers by specialized personnel. Presently, writing workshops are focused on strategies that assist in scaffolding language and learning. Every month our school has a genre which covers the standards, the star theme and skill using the Kagan Structure in grouping and the Bloom's Taxonomy in asking questions. Some of the monthly themes are Informative, Analytical, Opinion, and Narrative. In addition, children's literary work on the bulletin boards reflect the monthly theme. In conclusion, at P.S. 75 teachers have the monthly theme incorporated within their literacy lessons. ESL and ELA teachers at P.S. 75 work collaboratively. There are scheduled common preparation periods and grade conferences during which they do common planning, inter-visitation, learning walks and plan for future professional development according to the school needs of assessment. During the school year, evidence of Academic Rigor, is presented in each of our ELL classrooms where the students participate in an instructional program that regularly ensures continuity of rigorous academic instruction. The administrators, teachers, parents and support staff will be conducting monthly learning walks to assess instruction aligned with the mandated ESL/ELA, and content learning standards and the core curriculum. On-going informal observations and conferencing with teachers will take place to ensure that ELL students participate in small group, task oriented situation that guide the production of language both in verbal and writtenform. The administrators, school guidance counselor and support staff will guide and train teachers on how to assist ELLs as they transition from elementary school to middle schools by providing professional development in how to help students and parents to select and/or get ready for middle school, documentations needed to be registered, due dates for middle school applications, grading system, among others. In addition, the implementation of this Language Allocation Policy is sustained with on-going principal's cabinet meetings, professional development sessions to share ELL strategies with all classroom teachers, continuous data analysis and learning walks. Professional development records such as agendas, attendance, feedback forms and hand-outs are stored in the Literacy coach's office and always available upon request.

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?

Parent/community involvement

One of the 'Essential Features' that makes PS 75 unique is it's parental/guardian compact and agreement to excellence. Our school relies on the commitment of PS 75 parents to ensure that students meet high expectations. In doing so, we provide consistent parent orientations and meetings to maintain a relationship between the school and home. Sessions are held with our parents of the ELL students to discuss State Standards, assessments and general program requirements for English Language Learners Workshops are available for parents. Monthly parent workshops are conducted by ESL faculty. The parent coordinator along with the ESL teachers provide workshops geared for parents of ELLs.Public School 75 offers parents workshops based on specific, identified needs of ELL parents, using translators, as necessary. We maintain linkages with external resources to provide the services that are not available at the school. Parent coordinator facilitates contacts with external resources and helps parents negotiate school-related issues in parents' language of preference. In addition, the school provides resources for parents who need support services, such as healthcare and bilingual counseling. P.S. 75 offers ESL, and GED classes for parents. Parent workshop sessions such as Parent Association Meetings and School Leadership Team are some of the avenues to maintain consistent communication with our PS 75 parents. All of the information shared with parents will be disseminated in the language they understand other than English. Public School 75 provides in-house written translation services and language assistance to our parents via school staff and/or parent volunteers. Notices are produced in both languages and sent home in advance with students and/or by mail. School generated letters for parents are sent in English as well as in Spanish. They are also informed about the school's academic programs, students' participation, students' academic performance and approaches to increase achievement, for example during open school night and parent/teacher conferences. Our school has a parent coordinator responsible for making additional outreach gestures to secure all the needs of our parents are attended to. The school parent coordinator works regularly and skillfully to diffuse school problems and conflicts with parents of ELLs as they arise. In addition, the school parent coordinator works with Community Based Organizations to provide workshops or services to ELL parents. Some of the Community Based Organizations she works with are: New York Cares - provides coats and blankets; Grace Academy - helps women get back to work after completing their G.E.D; Hunts Point Works - helps parents prepare resumes and find work and training; Fidelis - helps parents who are uninsured; Leakes and Watts - services for foster children and preventive; N.A-Narcotics / A.A-Alcoholics - provides help and meetings for parents and community; Urban Health - workshops for parents on health related issues; Cornell University - nutrition classes for our parents; upon completion of a10-week workshop parents become certified in Nutrition and can apply to work at restaurants, hotels, and schools; Citizen and Immigration Project - free immigration services for immigrant parents; Lift - free legal services for parents who get arrested or have trouble with the law and/or landlord tenant court. P.S. 75 parents are required to attend an Orientation and/or workshops for Parents of ELLs. The workshops are conducted every other month if needed. These workshops will be provided by a school administrator, school parent coordinator and the ESL Teacher/Coordinator. During this orientation parents or guardians are informed through pamphlets/brochures and a Department of Education video of the various ELL programs available for their children, especially those available at PS 75. Upon receiving the information on the various educational programs for ELLs, parents/guardians are then asked to make a program selection. After reviewing the Parent Survey and Program Selection forms for the past few years, there seems to be a trend indicating that many parents are requesting that their children attend self-contained ESL classes or monolingual classes while receiving ESL services, if their child has not passed the NYSESLAT exam. The workshops, given by the ESL Teacher/Coordinator and assisted by the Parent Coordinator, provide parents with ideas they can use with their children at home to reinforce the skills and strategies taught in school. In addition, parents are informed of any up-coming school-wide events they are welcome to participate.

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.

Implications for Instruction

The implications for Language Allocation Policy and instruction at P.S. 75 are for students to be encouraged to speak through task-oriented situations in order to interact and communicate with peers and adults. Listening activities (note-taking, following spoken instruction), flexible groupings, instructional features (theme studies, scaffolding, language sensitive lessons modifications), multidimensional assessments (formal, informal, portfolios, running records, anecdotal observations) and other sources such as videos and audios (book on tape) will continue to be utilized. Reading and writing strategies for developing and improving English proficiency levels include guided, shared, and independent reading and writing (small groups, peer grouping, student-teachers conferencing) in order to develop and enhance language proficiency. In addition, the implications for instruction will involve continued staff development for teachers of ELLs in the use of ESL scaffolding strategies to teach content area materials, the use of oral and written language, the use of disciplinary discourse with students, push-in and pull-out support and extended day program for extra help. Teachers will expect students to achieve at high performance levels and use a variety of instructional strategies to challenge them. Students will be engaged in projects that enhance and ensure creativity and critical thinking. They will take responsibility for student success by employing methods to meet the needs of students. P.S. 75 teachers will be facilitators of students' academic and personal growth, guiding them to be independent thinkers. Also, they will encourage students to take ownership of their own learning as evidence by creative student work, rigorous lesson planning and student interactions. To ensure meeting the needs of our ELL population, we will continue providing them the following services: Academic Intervention Services, Extended Day, Differentiated Instruction, Push-in Model of Instruction, Pull-out Model, Tutoring, Out of Classroom Writing Workshop, After School Instruction, and Saturday Instruction.

Part VI: LAP Assurances

School Name: 75		**School DBN:** 08X75	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Marines Arrieta-Cruz	Principal		11/20/13
Yokasta Pena	Assistant Principal		11/20/13
Mabel Gonzalez	Parent Coordinator		11/20/13
Maria Acosta	ESL Teacher		11/20/13
Irma Richardson	Parent		11/20/13
Ana Made	Teacher/Subject Area		11/20/13
Laura Pagoada-Mellado	Teacher/Subject Area		11/20/13
Sharin Tirado	Coach		11/20/13
Thera Erickson	Coach		11/20/13
Winnie Crespo-Battu	Guidance Counselor		11/20/13
	Network Leader		
Ezra Nanton	Other Assistant Principal		11/20/13
Richard Gugliotta	Other Assistant Principal		11/20/13
	Other _____		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 08x075 **School Name:** PS 75School of Research & Discovery

Cluster: _____ **Network:** _____

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

Part A: Needs Assessment Findings

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

Parents of all incoming students are asked to complete the New York City Department of Education "Parent / Guardian Home Language Identification Survey". Using the information gathered from the language survey and parent interviews, the school determines individual written translation and oral interpretation needs to ensure that all family members of the school community are provided with appropriate and timely information in a language that they can understand. There is a bilingual (Spanish) Parent Coordinador at P.S. 75 who provides translation support, as necessary, for students and parents. The school Assistant Principal and Guidance Counselor also provides translation support (Spanish) to families throughout the school year. In addition, there are several school staff members who help to facilitate communication with parents and family members who require translation or clarification.
The major findings of the needs of parents within the PS 75 community with regard to the school's written translation and oral interpretation is that a majority of parents feel that our English/Spanish translations of newsletters, parent-teacher letters and parent reports provide appropriate opportunity for parents to keep informed about school curriculum, instruction, assessment and special programs. In addition, we are willing to provide translations in other languages, if needed in the future. The school has several staff members who join conferences, meetings and orientation programs to ensure that all parents and visitors can understand and participate. For example, during the school K-5 Open Houses held at PS 75 in the month of October, the Assistant Principal, ESL teacher and Parent Coordiantor served as a guide for parents and were available to answer questions. Parent feedback, as per the Learning Environment Survey, each year indicate that parents are highly satisfied with all aspects of their child's educational program and feel that the school communicates frequently with them.

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

The Assistant Principal and the school parent coordinator have provided written translation and oral interpretation services for parents over several years. According to past data, there are relatively few parents who require bilingual Spanish translation services at P.S. 75. Most parents have adequate expressive and receptive language skills in English. However, translation services are routinely offered to parents and important school communications are forwarded in both English and Spanish.

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.

At PS 75 parents are provided with a Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. Parents also receive a copy of the PS 75 Parent Involvement Policy and the School Parent Compact. Written translation services in the primary language(s) are provided to parents for a variety of purposes throughout the school year. Important communications from the school, district, city and state are translated into Spanish prior to being sent home. The communications are also translated into several other languages as appropriate to our student population. The ESL Teacher, Assistant Principal and Parent Coordinator are available to provide ongoing written bilingual translation services for parents. The school social worker and guidance counselors also provides support and translation services to families throughout the year. The availability of interpretation services are posted in the main office, and on several bulletin boards near the entrance to the school. The School Safety Plan contains procedures for ensuring that parents in need of language access services are aware of and provided for in accordance with the Chancellor's regulations.

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

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

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

Oral interpretation services are provided for all parents and family members who require assistance at school related meetings. Parents attending school conferences and/or educational planning conferences including annual reviews are routinely provided with translation services as needed. This is facilitated through the Assistant Principal, Parent Coordinator, school social worker or bilingual teachers. In addition, Paraprofessional, parent volunteers and other school personal are available to assist with the process.