

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (*i.e.* 01M001):

03M075

School Name:

P.S. 075 EMILY DICKINSON

Principal:

ROBERT O'BRIEN

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: The Emily Dickinson School School Number (DBN): M075
Grades Served: K-5
School Address: 735 West End Avenue, New York, NY 10027
Phone Number: 212-866-5400 Fax: 212-866-5543
School Contact Person: Robert K. O'Brien Email Address: Bobrien@schools.nyc.gov
Principal: Robert K. O'Brien
UFT Chapter Leader: vacancy
Parents' Association President: John Decatur & Lisa Walters Valera
SLT Chairperson: Anna Lapidos
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 03 Superintendent: Ilene Altschul
Superintendent's Office Address: 154 West 93 Street, Room 122, New York, NY
Superintendent's Email Address: ialtsch@schools.nyc.gov
Phone Number: 212-678-5857 Fax: 212-222-7816

Borough Field Support Center (BFSC)

Field Support Center
BFSC: #5 Director: Yuet Chu
Director's Office Address: 333 7th Avenue New York, NY 10001
Director's Email Address: YChu@schools.nyc.gov
Phone Number: 212-356-7564 Fax: 212-222-7816

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Robert K. O’Brien	*Principal or Designee	
vacancy	*UFT Chapter Leader or Designee	
John Decatur	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Alexis Goldwasser	Member/ Teacher	
Eileen Shostack	Member/ Teacher	
Mayra Fernandez	Member/ Teacher	
Joan Sandlow	Member/ Parent	
Ana Lapidis	Member/ Parent	
Carolina Graham	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Kyle Clayton	Member/ Parent	
	Member/	

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

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

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

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

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

DRAFT 2015-16 Comprehensive Educational Plan (due March 15, 2016)

Narrative Summary

PS75 is a neighborhood public elementary school providing quality education to a community whose rich diversity mirrors that of our city. We set high expectations for academic excellence. We are committed to helping each of our children perform at or above grade-level in literacy, math, science and social studies. Art, music and technology are integral parts of our academic efforts. Our children's lessons are enriched by a wide variety of special experiences offered by New York City's leading cultural institutions, including Studio in a School, Young People's Chorus, Symphony Space, Dancing Ballrooms, Parsons Dance, Rugby USA, the Museum of Modern Art, the Metropolitan Museum of Art, Boys Read, Learning Leaders, and the Metropolitan Opera.

At P.S. 75, we work together to create a safe and stimulating environment where education is strengthened by respectful and responsive partnerships between home, school and the community. We seek to develop responsible, competent and independent students who are life-long learners. We will enable each student to reach their full potential and become resourceful, contributing members of society. We will support students towards the highest achievement possible, celebrating the diversity of their academic ability and linguistic, cultural and socio-economic background.

PS75 offers an English/Spanish immersion program for grades K-5. Children master both languages, regardless of the language spoken at home. PS75 has two dual-language classes per grade, which demonstrates the administration's commitment to the program. 15% of our students are English Language Learners.

Beginning in Fall 2013, PS75 began to host the Department of Education's ASD NEST program for high-functioning children on the autism spectrum. These classrooms are staffed by two teachers, who have received additional training in areas such as Positive Behavior Supports, using visual organizational aids, and transition priming, which help to maintain a calm, positive environment that is conducive to learning for all students. 26% of our student population are students with special needs.

Our school was commended this year for our strong, collaborative teacher teams who are committed to the success and improvement of their classrooms and school. One key area of focus is to create a strong protocol for metacognition with includes cohesive units of study integrated with rubrics and other tools for student self-assessment.

03M075 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	564	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	63.8%	% Attendance Rate		92.7%
% Free Lunch	64.4%	% Reduced Lunch		6.3%
% Limited English Proficient	14.7%	% Students with Disabilities		26.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.8%	% Black or African American		25.4%
% Hispanic or Latino	53.0%	% Asian or Native Hawaiian/Pacific Islander		3.8%
% White	15.0%	% Multi-Racial		2.0%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	17.66	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.8%	Average Teacher Absences (2013-14)		6.04
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	25.7%	Mathematics Performance at levels 3 & 4		41.7%
Science Performance at levels 3 & 4 (4th Grade)	78.1%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

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

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Continue to improve the proficiency in literacy of boys across sub-groups who have under-performed on the spring ELA. Sixty-five percent of identified boys will improve by one grade level or more on the Fountas & Pinnell or equivalent scale over the course of the year.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>A combination of professional staff and volunteers will craft a tutoring and PBIS program for targeted students designed to raise their proficiency and their academic self esteem. Student attitude to school will be evaluated by a pre and post questionnaire. The guide Me Read and How (Ontario teachers report on how to improve boys' literacy skills) will be used as a primary resource for designing professional development and choosing activities. Shared and guided reading strategies will be used with the students. Time will be allocated each day for independent reading in class. A combination of fiction and informational texts, including news articles from Newsela, will be made available to students in class.</p>	<p>This goal will focus on boys across sub-groups who have under-performed on the spring ELA.</p>	<p>Fountas & Pinnell levels will be recorded and compared between each goal cycle.</p>	<p>A combination of professional staff and volunteers</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>The guide Me Read and How (Ontario teachers report on how to improve boys' literacy skills) will be used as a primary resource for designing professional development and choosing activities. Brenda Gilmartin, SLMS, will provide overall training and guidance.</p>											
<p>Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

1. Needs Assessment:

This goal is directly related to the instructional shifts, the citywide expectations (CIE) and the CCLS. NYS and internal school assessment (goal cycles) results were used in generating this goal. It also addresses the second recommendation of the 2014 Quality review: Refine the school’s assessment practices so that teachers use ongoing checks for understanding and common assessments to adjust curricula and instructional decisions to meet all students’ learning needs. (2.2)

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Continue to improve the proficiency in literacy of ELL students who have under-performed on the spring ELA. Sixty-five percent of ELLs will improve by one grade level or more on the Fountas & Pinnell or equivalent scale over the course of the year.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p><u>Activities/Strategies:</u></p> <p>Each grade has established UBD units of study to support the ELA CCLS. Within each unit is a 50% division of fiction and informational texts and projected writing assignments designed to deepen the students’ capacity to understand and engage in argument. ESL services will be focused on in-class curriculum and clearly aligned with the ELA CCLS. Professional development and supervision by administrators will be designed to support teachers in this work. Parents will be made aware of the grade goals and curriculum at ‘curriculum night’ and during the PT conferences. Shared and guided reading strategies will be used with the students. Time will be allocated each day for independent reading in class. A combination of fiction and informational texts, including news articles from Newsela, will be made available to students in class. The school will host parent workshops to support families in developing academic vocabulary.</p>	<p>ELLs</p>	<p>to coordinate with the goal cycles</p>	<p>ESL teacher, classroom teacher , administators</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Teachers are implementing Expeditionary Learning and supplementing with material from “Engage NY”.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Developmental Reading Assessment levels will be recorded and compared between each goal cycle.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

This goal addresses the Framework for Great Schools criteria “Strong Family-Community Ties” - School Leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. This goal aims to implement programs and support services to strengthen the partnership with families in order to raise standards and improve student achievement.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Hold parent engagement activities once a month over the course of the year.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
	<p>This goal aims to strengthen the partnership with all families at the school, with a focus on increasing the involvement of families of Title I eligible students and ELLs to improve students' academic outcomes.</p>	<p>Parent engagement activities will begin in September and continue through June.</p>	<p>A combination of teachers, administrators and the parent coordinator will work together to create a calendar of parent engagement events. The classroom teachers and specialists will be responsible for conducting the workshops. The workshop program will be organized by the Assistant Principals and the parent coordinator and PTA will support teachers in their efforts.</p>
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

This goal addresses the Framework for Great Schools criteria “Strong Family-Community Ties” - School Leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. This goal aims to implement programs and support services to strengthen the partnership with families in order to raise standards and improve student achievement.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Hold teacher-led parent workshops once a month for each grade over the course of the year. We expect to see an increase in the attendance of parent over the course of the year as measured by a comparison of sign-in sheets over the course of the year.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Implement school-wide recommendations for parent-teacher engagement, including:</p> <p>(1) Teacher-led parent workshops will be held [once a month for each grade] over the course of the year. The workshops will focus on topics including reading, writing, math, science, art, PBIS, homework, special education, middle-school etc. Workshops will review what students are learning in school and provide recommendations and practical tips for parents to support learning at home. The workshop program will be introduced at curriculum night at the beginning of the school year.</p>			
<p>2) Open classrooms or publishing parties will be held [at the end of each goal cycle] to highlight student work and foster strong family-community ties. \</p> <p>(3) Parent-teacher conferences will use the student-led parent-teacher conference model, enabling students to take ownership of their successes, articulate areas for improvement, and establish a clear focus of immediate and future goals.</p> <p>(4) Open house will be held for rising 5th graders at the end of the school year</p>	<p>(for all of the above)</p> <p>Parents and guardians of students</p>	<p>September 2015 -June 2015</p>	<p>staff and administration.</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p><u>This goal will be achieved by the use of teacher expertise and title I parent involvement funds. Schedules will be adjusted to workshop schedule.</u></p>
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p><u>Review implementation and survey results 12/1/15, 3/1/16 and 5/1/16.</u></p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Universal screening including F & P, NYS Test scores (K-5)	SPIRE, Max Scholar, Imagine Learning, Guided reading	Small group, 1:1, tutoring	During the school day
Mathematics	NYS test scores, formative assessment	Remedial support based on standards	Small group, 1:1, tutoring	During the school day
Science	NA			
Social Studies	NA			
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, School Social Worker, Social Worker, etc.)	Guidance counselor, School Psychologist, School Social Worker, coaches	PBIS	group, small group, 1:1	During the school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
All new hires have already achieved HQT status. They join a faculty that is already HQT.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Professional development is designed to meet the differentiated learning needs of the staff. A plan for professional development has been devised and is amended as needed.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

"Turning fives" are tested in the spring to determine if they have special needs.

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

The teachers collaborate with their grade peers to create assessments based on CCLS.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	258,581.00	X	page 14
Title II, Part A	Federal	135,461.00	X	
Title III, Part A	Federal	11,200.00	X	page 12
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,340,518.00	X	

¹Explanation/Background:

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

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

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

- 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.

²The **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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

School-Parent Compact (SPC) Template

[School name] , 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 on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>60</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
of certified ESL/Bilingual teachers: <u>3</u>
of content area teachers: <u>1</u>

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: _____ Title III funds will be used to provide instruction to ELLs, former ELLs, Long Term ELLs, and ELLs with special needs in the area of English Language Arts through scaffolding of the Core Knowledge Curriculum. Title III funds will be used to provide support for ELL students in the content areas while using ESL methodologies such as paraphrasing high content reading, increasing academic vocabulary, graphic organizers, extended opportunities for reading and writing beyond the school day, and providing small group instruction. Teachers will provide students with supplemental instructional support that is aligned to the common core standards in the areas of reading, writing and academic oral language. Lessons will reinforce Tier II and Tier III vocabulary and include a variety of literary genres, read alouds paired with reading responses. Students will be guided during writing and receive small group instruction on answering text-dependent questions, opinion writing and argument writing. Grades 1 and 2 will be bridged based on reading level and NYSESLAT level, while grades 3-5 will be grouped by grade and reading levels. The 2nd grade class will be a bridge class that will include students currently in the 1st grade that were held over. We will also invite students who are no longer ELLs yet continue to behave as ELLs due to the strong presence of their native language at home. Students will be grouped heterogeneously and paired when necessary in order to encourage accountable talk, peer editing, peer reading and team building activities, which will be incorporated at the end of every lesson. Students will have the opportunity to share their work with their partners and classmates and learn from each other. A built in "conference time" will be set aside for students to privately meet and work with their teacher for at least 10 minutes on both of the two days during this after school program. The curriculum for this group of children ranging from 1st grade through 3rd grade will expand on the Core Knowledge units on fables and fairytales, with an additional unit on folktales. They will read stories of "Juan Bobo" and "Anansi the Spider" and discuss characters and morals. Students will have the opportunity to write their own stories with a moral. The 4th and 5th grade classes will follow the Core Knowledge curriculum outlines. The 4th and 5th graders will be working together during the first hour of the program. During the first 6 weeks students will work on a science unit on "Plant and Animal Adaptations" from the book by Patricia Velasco and Ruth Swinney "Connecting Content and Academic Language for English Language Learners and Struggling Students Grades 2-6. Students will read about animals, their classifications, habitats and adaptations. They will read and write for information. The goal is to scaffold the strategies involved in answering text dependent questions, doing research and writing short reports, opinion pieces, and summaries. After completing that unit the 4th and 5th graders will work on a unit on myths and legends. Students will learn about Greek Mythology. Students will read at least three Greek Myths: "Zeus and Prometheus and the Gift of Fire," "Zeus, Pandora and Pandora's Box," and "Dionysus and Ariadne." The goal is to reinforce academic vocabulary, explore literary terms, grammar, parts of speech, and punctuation. Proverbs and idioms will be a part of this unit, expanding children's knowledge of terms that are cultural and not to be taken literally, but to be understood as expressions and phrases. The program will be held on Wednesdays and Thursdays from 2:45pm to 4:45pm and will run for a total of 12 weeks from January 7th to April 2nd. The language of instruction will be English but the Native Language may be used at times when conferencing with Spanish speaking students who are new to the system. An ESL model will be used and when comprehension is low, teachers will paraphrase and reteach when necessary. There will be an ESL teacher working closely with a Special Education content area teacher who specializes in language development. Ms. Herranz is the ESL teacher and Mr. Cloth is the Special Education teacher. Both teachers will coplan and team teach. They will share a classroom during the first hour of instruction and then branch out into two groups to provide differentiated instruction. The fourth and

Part B: Direct Instruction Supplemental Program Information

fifth grade students will take part in paired reading and choral readings. There will also be two bilingual certified teachers, one of whom also has a bilingual special education license. The materials used will be borrowed from a variety of classrooms that have Core Curriculum units. When necessary, other supplemental books will be borrowed from the school library. We are currently looking into possibly ordering a few magazines from National Geographic for kids, to be used in conjunction with the non fiction unit on animal classifications with the 4th grade.

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: _

All four teachers working in the Title III program will participate in an Language Development study group that will take place twice a month during Professional Development days on Tuesdays from 3:10 to 3:50 beginning in November until the end of March. Topic 1: Looking at Programs and Policies Provided to ELLs. Rational: To understand the process and create an awareness amongst teachers as to how a student becomes an ELL and the programs available to those students. Dates and times: Tuesdays November 18 and 25 from 3:10pm to 3:50pm. Audience / participants are Ms. Herranz, Ms. Pion, Ms. Eustache and Mr. Cloth. This teacher team will read an essay made available by the office of English Language Learners called "Chaos for Dual Language Learners and Services PreK-3". An Examination of State Policies for Exiting Children from Language Services Pre K-3." Rational: To understand the protocols that take place during the first few years of an ELL student's academic life and academic development. The group will hold discussions based on the reading and the data and test scores for the ELLs we are providing services to. The team members are Ms. Herranz, Ms. Pion, Ms. Eusache, Mr. Cloth and Ms. Fernandez. Topic 2: "Language acquisition stages" lead by Ms. Herranz the ESL teacher, who has 22 years of experience in working with ELLs in grades K-12 and also with adult ESL instruction. She will lead a discussion on the "Language acquisition stages" and strategies that can be used to support ELLs according to their stage of second language acquisition. Rationale: To make teachers of ELLs aware of the language acquisition stages and ways we can accommodate students needs. Dates and times: Tuesdays December 2nd and 9th from 3:10pm to 3:50pm. Topic 3: "Constructing Deep Understanding with ELLs through Collaborative Academic Conversations" Provided by the Office of ELLs. Ms. Herranz, the ESL teacher will be participating in 3 half day sessions on November 21, 2014 on December 19, 2014 and on January 23, 2015. Ms. Herranz will turn key information from PD to the other 3 teachers providing instruction to ELLs in the Title III program. These teachers are part of a study group that will help them plan and share information based on their student population. These meeting times are at no cost to the program as they will take place during PD time.

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

Part D: Parental Engagement Activities

Begin description here: _____ The parent engagement activities will take place 3 times during the course of the Title III program. These activities will run approximately 30 minutes and will be held 3 times during the course of the Title III dates. The goal of these meetings are to invite the parents to be a part of what's happening in the classroom during the Title III program. Topic 1: Meet and Greet your Title 3 teacher and discover what is being taught in the classroom. Rational: To foster relationships between parents, teachers and students participating in the program. To discuss expectations and curriculum. Date and Time: January 7th 2014 from 2:30 to 3pm. Audience: All parents of ELLs invited to the Title III program. Parents will have the opportunity to ask questions and discuss the topics that will be taught. Topic 2: Sharing Student's Work and Success. Rational: To invite parents in a second time in order to see the work in progress that students are participating in and provide hands on ideas on how to help their child improve their work. Parents will have the opportunity to observe their children talk about what they are learning. Date and Time: Wednesday February 11, 2014 from 3:15pm to 4:45pm. Topic 3: Celebrating Our Success and Hard Work. Rational: Allow parents to see the cumulative work done by their children. Date and Time: Wednesday April 2, 2014 from 3:45pm to 4:45pm. The last meeting will take place on the last day of the program. Students will present to an audience of parents what they have learned and done during the 12 week program and students can share with their parents how they feel about their work and their general feelings about the program and how it has helped them become better listeners, gain more academic vocabulary and their "grows and glows" during their conference time with their teachers. This will give students opportunity to share with their parents what they are learning in school. Parents of students being invited to the program will be notified of the program and the activities via letters being sent home through invited students. Letters will be sent home by December 19, 2014.

Part E: Budget

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

Allocation Amount: \$ _____

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

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 03	Borough Manhattan	School Number 075
School Name The Emily Dickinson School		

B. Language Allocation Policy Team Composition

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

Principal Robert K. O'Brien	Assistant Principal Ravanda Oden and Alida Grafals
Coach none	Coach none
ENL (English as a New Language)/Bilingual Teacher Miroslava Herranz ESL teacher	School Counselor Denise Marklande
Teacher/Subject Area Benelly Alvarez DL teacher	Parent Carolina Graham/Lisa Valera
Teacher/Subject Area Annie Silva DL Spec. Ed	Parent Coordinator Ana Gomez
Related-Service Provider Shelley Linenbach Special Ed.	Borough Field Support Center Staff Member type here
Superintendent type here	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	14	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	5

D. Student Demographics

Total number of students in school (excluding pre-K)	580	Total number of ELLs	75	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language	2	2	2	2	2	2								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	75	Newcomers (ELLs receiving service 0-3 years)	66	ELL Students with Disabilities	18
SIFE	3	Developing ELLs (ELLs receiving service 4-6 years)	9	Long-Term (ELLs receiving service 7 or more 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									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL	47	3	11	6	0	1	1	0	1	0
ENL	19	0	9	2	0	2	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

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

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE	6	44	14	41	15	29	4	41	10	34	4	32							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

* EP=English proficient student

**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 is for Dual Language Programs Only

Number of students (students fluent in both languages):
48

Number of students who speak three or more languages: 3

Freestanding English as a New 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	8	14	18	7	11	8								0
Chinese	0	1	0	0	0	0								0
Russian	0	0	0	0	0	1								0
Bengali	0	0	0	0	1	0								0
Urdu	0	0	0	0	0	0								0
Arabic	0	0	0	0	0	0								0
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	1	0								0
Korean	0	0	1	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	0	1	0	0	0	0								0
Other		1	1	0	1			0						0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	1	3	3	1	3	2								0
Emerging (Low Intermediate)	1	2	0	1	0	1								0
Transitioning (High Intermediate)	2	0	5	1	3	1								0
Expanding (Advanced)	4	12	11	5	8	5								0
Commanding (Proficient)	8	9	22	31	13	30								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				1	0	2								0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	3	3	1	1	2								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	6	4	0	0	0
4	6	7	0	0	0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	3	0	4	0	2	0	1		0
4	4	0	5	0	2	0	4		0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	0		2		6		4		0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	3	4	6	3	6	21	9	31
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 Paste response to questions here: Over the past two years we used Fontas and Pinnel in grades K-5 English and WRAP for Spanish to assess comprehension and reading fluency. At the start of this academic year, in September 2015, we changed over to the DRA assessment for grades K-5 and used the DRA in both English and Spanish to assess our ELLs. We find that data from these assessment tools reveals that our ELLs often do not perform at bench mark levels in either language, in the area of reading comprehension. Consequently we target those children for additional periods of support. The support is delivered in small groups. Guided reading groups are formed with a focus on phonics, letter sound identification, reading comprehension strategies, academic oral language development and vocabulary. The data collected allows teachers in each grade to address the needs of their students and develop lessons that aim at implementing strategies to help student progress.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The data reveals that throughout the grades, K-5, the majority of our student population falls into the Expanding level. The grades with the most students at the Entering level are found in first, second, third and fourth. All of those children are either new to the school system or have experienced some academic interruptions caused by transfers from other schools. The data reveals that in grades K-5, the majority of our students are scoring at the expanding level. We have a large number of students who have scored commanding in grades K-5. In the fifth grade, there is one student who has remained at the Entering, Beginning level througout his entire academic career, and that is because the student has severe learning disabilities. The data reveals that students approach the Comanding level as they progress in grades and the majority of our students are at the Expanding level.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Paste response to question here: Based on the AMAO tool for 2014-15, ourschool did not meet the target for this year. There were a total of 64 students who took the NYSESLAT and a total of 38 students made progress in English Acquisition. One consistent pattern we have seen across the scores in all four NYSESLAT modalities is that our ELLs tend to perform the lowest in the writing. The ESL teacher's focus is often on wrting during the intergrated ENL periods. Currently she is implemeting a writing curriculum called "Writing Skills" by Diana Hanbury King. Ms. Herranz is focusing on writing skills, such as sentence structure, grammar and organizing

ideas prior to writing. The emphasis is on expository writing. She collaborates with classroom teachers who have ELLs in their classrooms and incorporates and assists with the writing process by working with small groups during the push in time. Conferencing takes place and revision and editing is practiced on a regular basis. The DL teachers are aware that ELLs in their classroom require extra help with their writing and they incorporate peer editing, note taking techniques, and other writing support strategies during the writer's workshop model. Our school has recently bought a variety of technology to encourage and motivate independent learning and self monitoring. We have Imagine Learning, Max Scholar, Brain Pop, Flocabulary, and Raz Kids. These programs make literacy easily accessible to students who need that extra push.

4. For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

Paste response to questions here: 4.a) The patterns across performance levels in grades K to 5 when looking at the NYSESLAT scores indicate that students proficiency levels improve a great deal as they move up in grade. Looking at performance levels in the testing grades 3-5, our EPs do better than the ELLs on the ELE. In math, most of our ELLs are at level 2, and in Science our ELLs are at level 3. Patterns show that EPs perform better, because they have the advantage of dominating the language and understanding the vocabulary and tasks that are asked of them during testing. It's not surprising that EPs perform better on exams. As for the ELL periodic assessment, we did not administer it last year or the year before. Although our DL teachers use the 50/50 model, the reality is that most of our ELLs and the parents of those ELLs prefer their children master the English language.

4.b) The Dual Language and the teacher team that meets twice a month, review the results for the ELE every year. Discussion are held regarding results and discussions take place during Dual Language grade meetings. The Dual Language/ESL Inquiry team also tracks ELL data in order to provide appropriate instruction. It appears that our EPs do better on the ELE than our ELLs and we believe that this is a reflection of economic disadvantages that our ELLs live with. As a school, we have not administered an ELL periodic Assessment since we believe that students are already overburdened with testing. The ESL teacher and a first grade Dual Language teacher are currently part of a focus group that is restructuring and norming the upcoming ELL periodic assessment. We hope to administer it this academic year when it is available. Our DL teachers use the results of the DRA in both English and Spanish, as well as teacher made assessments and informal observations, to help us assess our students.

4.c) This past year we did not administer a Periodic Assessment. Instead we administered the MoSL twice; at the beginning and the end of the school year. The beginning was the Baseline Assessment and the last was the End of the Year Assessment. We have a very small population of ELL students who's parents indicate a preference for the home language to be used during formal testing. Our parent population of ELLs express their wish to have their children become English proficient and prefer English to be used most of the time.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [*ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)*](#) section and [*RtI Guide for Teachers of ELLs*](#).]

Paste response to question here: Our school uses the DRA data and guided reading progress to help guide instruction and implement RTI. These two pieces of data guide us in planning instruction for ELLs and working towards a RtI framework that will suit our population. In Tier 1 our school uses Foundations curriculum for grades K-2. In grades 3-5 we use Expeditionary Learning. In grades K-5, Go Math is used. Teachers differentiate instruction as needed. Universal screening takes place 3 times a year using the DRA. In Tier 2, students get targeted for intervention in general education and special education. These students are grouped based on their area of weakness and their need in literacy and math. These students are discussed by the RTI/PPT team which consist of Ms. Linenbach, our IEP teacher, Ms. Bandele our bilingual school psychologist, Nannett Masia the school's bilingual social worker, Colleen Miller, the school's social worker, the ESL teacher, Ms. Herranz, the student's classroom teacher and when necessary the OT Yocheved Nathan Milo. The interventions used in Tier 1 and Tier 2 include Max Scholer and it's three components of phonics, vocabulary and reading. SPIRE is also used and implemented by teachers providing support/supplemental services. In Tier 3 the team meets to discuss the students who have not responded adequately to Tier 1 and Tier 2 interventions. The same interventions are applied; Max Scholer, SPIRE, and small group instruction. The team discusses the language program the student is in and sample work is brought to meetings. The student's classroom teacher, parent and service providers are part of the meeting. We have three service providers, Ms. Silva, Ms. Linenbach and Ms. Eustache. All three teachers are licensed and bilingual. These teachers provide AIS services through small group instruction two to five times a week. They intergrate and also pull out small groups of students to provide these services.

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

Paste response to question here: The student's second language development is assessed early on in the school year, and periodically assessed through the DRA in Spanish and other teacher made assessments. Teachers use current student levels in reading, writing and math when considering instructional decisions for whole and small groups. Naturally, the goal is to build on the home language and improve the student's new language development. Instruction is periodically changed to address the needs and changing levels of the students. Guided reading groups and math groups are homogenous and they change throughout the school year. As the student's level changes, so do the groups and levels. DL teachers provide parents with their child's academic progress via report

cards which are completed in Spanish when it is the home language indicated and selected as the preferred mode of communication. Teachers also take into account the ability of parents to help their child with homework. Depending on the student's assessment, their instructional needs change throughout the year to accommodate and move them as best as possible.

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

Paste response to questions here: a) Our EP's are assessed in the second language with Senderos and the ELE. Classroom teachers also assess EP's in the target language based on reading levels at each cycle and the level of expectation based on each grade. Teachers keep track of reading levels based on their guided reading groups and the levels expected at each cycle. Dual language teachers also create teacher-made assessments that are used to assess their EP's throughout the year. The target language is continuously formally and informally. Rubrics are created in class and used to measure student's work. Students are also assessed through city wide exams, such as the ELE.

b) These levels of proficiency are based on the student reading levels that are designated at each cycle and indicated by the DRA assessment. Teachers also use "Go Math" pre- and post- unit assessments.

c) Our EPs are performing at higher levels, naturally, since their reading comprehension skills are better, they do better on State assessments.

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

Paste response to question here: Student progress is tracked from grade to grade to monitor academic achievement and language acquisition. We evaluate the success of our programs for ELLs by periodically reviewing their exam histories, getting the feedback from DL classroom teachers, the ESL teacher, and service providers. This report also serves as a tool when tracking and evaluating the programs that we provide for ELLs.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [*ELL Policy and Reference Guide, ELL Identification*](#) section.

Paste response to question here: 1. The members who play a role in the initial identification process are Ms. Herranz, the ESL teacher for grades K-5, who has been an ESL teacher for over 23 years, Ms. Grafals, the bilingual Assistant Principal, Shelley Linenbach, the IEP teacher, Ms. Garcia, our bilingual pupil accounting secretary and Ana Gomez, our bilingual parent coordinator. During registration, Ms. Herranz and at least two other members, are part of the registration process. Ms. Herranz interviews parents in their preferred language of communication. She conducts interviews and assists the parents in completing the HLIS form. An oral interview is conducted in English and Spanish (when necessary) and based on the child's home language determination and interview, Ms. Herranz, the ESL teacher, schedules a time to administer the NYSITELL and/or the Spanish LAB within 10 days of student admission to the school. When we encounter parents who speak a language other than Spanish or English, we ask the family to bring in a close family member who can translate and be part of the assessment process or we use the translation services over the phone that the Department of Translation and Interpretation offers. The oral interview and completion of the HLIS form is used to determine whether a child is tested. After testing, the ESL teacher and the parent coordinator Ana Gomez, invite the parents of entitled students to participate in an orientation where the parents are informed of the NYSITELL results and of their rights and program choice. Spanish speaking students who do not pass NYSITELL are then tested in Spanish with the Spanish LAB. Ms. Herranz hand-scores these exams in order to attain results within the 10 days of identifying a student as an ELL. Due to the popularity of our Dual Language program, parents who register their children at our school, are aware of the program and apply in advance. Ms. Herranz provides several opportunities for parents to take part in the Parent Orientation. The first orientation is held prior to the first Kindergarten pot luck which takes place during the first two weeks of the school year. Ms. Herranz sends letters home to parents of newly enrolled ELLs and invites parents to choose and partake in either a group orientation or a one-to-one orientation. Letters go out within the first 10 days after the child's assessment. During the orientation, parents meet Ms. Herranz who explains parent choices and placement. The Parent Survey form is completed at this time and parents watch the Chancellor's video.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Paste response to question here: Ms. Herranz conducts an oral interview and asks parents about the child's previous learning experiences. There is a section on the HLIS itself that asks about the student's prior school experience. Students are also interviewed in

their language of preferred communication. Ms. Herranz uses picture books to ask the student questions. She asks the child to write their name or read from a book they have picked. She informally interviews the student, asking questions about school experience, describe how they feel about school and what their expectations are. These types of informal, brief assessments are used to determine the student's prior knowledge and experience with regards to academic learning. SIFE students are assessed within 10 days of enrollment. If the student is a Spanish speaker, the Spanish LAB is administered. Both exams are hand scored and that information is immediately shared with the classroom teacher. The classroom teacher will then administer the DRA in English and Spanish. Teachers also perform informal assessments using a basic phonics approach and oral interviews. The ESL teacher is in the process of familiarizing herself with the LENS. No formal training or PDs have been provided yet. As a new assessment tool, she is in the process of learning how to use that computer/online assessment tool.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

Paste response to question here: The identification process for newly enrolled students with IEP's is completed by Ms. Linenebach our IEP teacher and special education provider, Ms. Herranz, the ESL teacher, and the school psychologist, Ms. Bandele. They are the members of the LPT. The process begins by Ms. Herranz conducting the interview that takes place during the completion of the HLIS. Ms. Herranz is bilingual, Spanish/English, luckily our parents are of latino descent and most interviews can be handled by Ms. Herranz. If there is another language then the office of translation and interpretation is called. Upon the interview being completed, Ms. Herranz will determine if the student needs to take the NYSITELL and or Spanish LAB. Ms. Bandele, Ms. Linenebach and Ms. Herranz, review and discuss the student's IEP and academic history. They schedule meetings with the future classroom teacher and parents. The parent is informed about program selection and what is available at the school and also asked about program choice. During this time, everyone involved discusses the best placement for the child and how to provide that child with all the necessary interventions in the least restrictive environment. Meeting agendas and signatures are kept on file for review. The child's progress is monitored throughout the year and future meetings are scheduled accordingly.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Paste response to question here: Entitlement letters are distributed by Ms. Herranz, the ESL teacher. She does this by meeting with parents during the first 5 days of the child entering the school. The school has curriculum mornings during the first few days of the beginning of the school year. That is when parents are invited to visit the school during the first period of the day and to visit their child's teacher. During these meetings when the classroom teacher has an oral presentation, Ms. Herranz makes a brief announcement at the end of the meeting, asking parents to meet with her in her classroom. When Ms. Herranz cannot attend meetings going on simultaneously, Ms. Herranz asks the classroom teachers to direct parents to her classroom where she holds a brief meeting, introducing herself and her role in the school. Once the parents meet Ms. Herranz in her classroom, she explains the ELL identification process to parents and informs parents of the child's status. Letters are handed out. Attendance is taken. Questions are answered and the program is explained. For those parents who don't attend, Ms. Herranz calls parents and follows up by arranging scheduled appointments to meet with the parents. If upon a phone conversation Ms. Herranz cannot meet with a parent because they are working or unavailable, she informs the parents that she will be sending the letters home in a sealed envelope with their child. Ms. Herranz makes herself available during the first and last period of the school day. Ms. Herranz keeps a log of parents/students who have received letters. Ms. Garcia the secretary, works closely with Ms. Herranz. Ms. Garcia notifies Ms. Herranz each time a new student is enrolled and the HLIS is being completed. Ms. Herranz meets with parents on an ongoing basis throughout the year. Parent signatures are obtained through sign sheets and agendas are also kept on file in Ms. Herranz's classroom. Ms. Herranz is in constant contact with parents of students that are entitled or have been in the past. She is present during morning drop off and afternoon pick up time. Informal meetings occur continuously throughout the year. All Parent Surveys and Program Selection forms are secured and stored in the ESL room. Ms. Herranz keeps files and logs that reflect these interactions and meetings. Having been at the school for over 17 years, as the only ESL teacher, she has a good relationship with classroom teachers and articulation takes place daily. When Ms. Herranz needs to see a parent, she makes herself available when the child is being dropped off or picked up.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Paste response to question here: If a parent or student's teacher provide a written request for the re-identification of a student within the 45 days of admission, Ms. Herranz begins the process by reviewing the child's records, looking over the HLIS and interviewing the student and their parents again. Ms. Herranz reviews student class work and sets up a meeting with parents and student's teacher to discuss the student's needs. Based upon the review, interview and recommendation of all those involved, including the principal, the student's status and recommendations is put in writing and kept in the student's cumulative record. We have not had a re-identification case thus far, but understand that the paper work supporting the student's re-identification and status must be sent to the superintendent.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Paste response to question here: During the month of September and October, the ESL teacher Ms. Herranz, the parent Coordinator Ms. Gomez and an Assistant Principal, Ms. Grafals, schedule meetings for parents of ELLs. Letters are sent home inviting parents to participate in meetings that discuss the Dual Language Program and the ESL Program. The models are explained and we discuss the possibility of a transfer option if the parent prefers a transitional bilingual program. PS 75 is well known for its DL program. It was one of the first programs founded in a public school in the community. Parents are drawn to our school because of our DL program. The PTA organizes school tours to prospective parents and during the tours parents are informed of the programs we have at PS 75. The two programs available for ELLs are Dual Language, Spanish -English, and ESL program. During these meetings, parents are provided with a descriptions of our Dual Language Program and our Freestanding ESL program model, which is pull out and intergrated. We explain that they are entitled to put their child in a Transitional Bilingual Program if they wish to do so and that we can help them with that transfer option. Parents who have children with a language other than Spanish and or English at home are also informed of the transfer option and freedom to move their child to any school that provides a program in that child's first language. Parents of students who are ELLs who enter PS 75 after the first two months are treated equally. The ESL teacher, Ms. Herranz tests that child with in a ten day window and meets with the parents to discuss results and provide information of services that the child is entitled to. Most of our parents enter the school with a choice of program in mind. Naturally, we understand that when a parent doesn't return the program survey, we must continue to reach out to them. Because we have a DL program and not a Bilingual program, parent choice is simple at our school. Our parent population enters our school with a program in mind prior to placement. During the application or admission process and time, parents make requests for the DL program even when child is not entitled. As a result there are 22 students who are entitled to ESL pull out and intergrated services, and the remaining 53 ELLs are in DL classrooms.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Paste response to question here: Ms. Herranz, the ESL teacher, invites parents of identified ELLs to a parent orientation and parent selection meeting during the first twoweeks of school. Letters are sent home and phone calls are made as follow up. Ms. Herranz continues to send letters home throughout the year and she reaches out to parents during parent engagement time on Tuesdays. Our parent population is generally informed about our DL program. Most of our families register their children and chose the DL program or ESL program. The school monitors parent program choice by providing parents with an application to our school, asking them which program they are choosing for their child's placement. We do not practice the default program because our families apply in advance for our programs and they indicate their choice early on. For families who walk in during the middle of the school year, the programs are explained to parents during registration, and it is at that time that the parents choose to be in the DL program or ESL program if their child is identified as an ELL. Monitoring program choice takes place within the first ten days of a child's enrollement. During the parent interview, Ms. Herranz schedules a follow up meeting to discuss the results of the NYSITELL and continuation of the childs' placement. If a form is incomplete or not returned, Ms. Herranz calls the parent and sends a notice home with the child asking the parent to schedule a visit to meet with Ms. Herranz.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

Paste response to question here: We have a low incident rate of parents who do not complete the Parent Survey and Program Selection forms. When it does occur, Ms. Herranz keeps a log of non attending parents and she calls them arrange a meeting. Ms. Herranz keeps a log of the phone calls made and a list of parents who have attended the individual meetings at a later time. Parent Surveys and Program Selections forms are kept up to date and are filed in the ESL room. Ms. Herranz maintains attendance logs and sign in sheets when parents walk in to complete forms.

9. Describe how your school ensures that placement parent notification letters are distributed.

Paste response to question here: Ms. Herranz calls parents to invite them to pick up their placement letters. If a parent doesn't come in to meet with Ms. Herranz, she calls the parent and informs them that the Placement Parent notification letters will be sent hom with the student. Ms. Herranz asks that the student and the teacher sign for these letters. Ms. Herranz follows up with phone calls to ensure parents have received the letters. As stated earlier, during registration parents are told about the programs and they pick early on, even before testing. It is one of the benefits of having a DL program where parents are given a choice early on during their child's registration. The majority of the parents who register their children in our school, come with a program choice in mind.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

Paste response to question here: HLIS forms are kept in the student's commulative record. It is placed in the child's record immediately after registration is complete. During the interview, Ms. Herranz informs the parents if their child is elligible for testing and she schedules a follow up meeting to provide parents with their child's examination results and the opportunity for the parent to change program. Entitlement letters are sent to parent at a later date once testing has been completed and entitlement is determined. A log is kept with parent signatures stating that parents received the entitlement letter. Ms. Herranz maitains files for th ELL documention process. Logs are maintained, rosters are created that provide the details of the child's ELL status and the information that is sent home to families.

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

Paste response to question here: The steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) are as follows. There is an ELL testing team that consists of five teachers who have been trained on giving the test to their designated grade. Ms. Herranz provides a training every year to those teachers who will be administering the test. Teachers are assigned to test students on a grade that they are not teaching. The Principal and Assistant principals inform the school of the testing taking place and the need to maintain testing conditions during the first half of the day from 8:10 am to 11:30 am. The school utilizes separate locations such as resource rooms, the library and service provider rooms. Students are tested in small groups that accommodate no more than fifteen students. Students with Special needs and IEP's are grouped based on their IEP accommodations. Those groups are much smaller. Testing conditions are enforced during the entire testing period. A calendar outlining teacher assignments, rooms, grade and modality being tested is posted for all staff to see. Testing takes place for two weeks, Monday through Thursday, and Fridays are used as make up days. Testing materials and all documents are kept under lock and key in the ESL/Special Education room. The ESL teacher, Ms. Herranz keeps track of the NYSESLAT tests and prepares them for packaging and return.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

Paste response to question here: Entitlement and transitional support letters are distributed during a meetings that the ESL teacher holds for parents of entitled students. Letters are distributed during the morning hours when parents are dropping off their children. Most letters are handed to parents however, when a parent is not available, Ms. Herranz calls parents and sets up an individual meeting to discuss the child's entitlement and provide the parent with that letter.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

Paste response to question here: Upon reviewing the parent Survey program Selection forms over the past few years, the trend in program choices that parents have requested has been consistent. Parents of children who are of Spanish speaking households are placing their children in the Dual Language Program. There are some parents who prefer the ESL program. Although our student population is becoming smaller, parent choice is consistent. Parents who register their children at our school come in with a program choice in mind. Our program is alligned with program choice because we provide the parents with the DL program they want. PS 75 is known for it's Dual language program and parents who enroll their child in our school are aware of the program. Parents with children in the Dual Language program continue to place other siblings and younger children in our Dual language program and have a good relationship with the teachers in the program. The trend is that Latino parents will place their child in a DL program and parents of children with other languages opt for the ESL program. There aer student's who come from Spanish households that are part of the ESL program. This population is has the advantage of bieng able to communicate with Ms. Herranz who is bilingual, Spanish -English. Ms. Herranz has been at PS 75 for seventeen years and not once has she met a parent who prefers the transfer option.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
- a. Freestanding ENL program.

Paste response to questions here: The ENL program is delivered using an intergrated approach (push-in) and stand alone (pull out) model. The ESL teacher, Ms. Herranz the ESL groups children by level and grade. The students scoring at the entering and emerging level receive their mandated 360 min. a week of ENL. The students at that level are group as a mixed age group and are provided servies with a stand-alone model. Due to the mixed ages and grades of this group, the only way to provide the 360 minutes is through a stand alone model. Students range in grades first, second, fourth and one student in the fifthe grade who is extrememly learning disabled. It is impossible to provide another 4 periods of ENL to these students on their grade. This group requires small group instruction with a lot of language support with lots of visuals. We understand the new requirements to provide these services through two models and our goal to to try to make the changes as soon as possilbe. Because these students are in various grades, time constraints, such as different literacy, lunch and prep schedule

make it almost impossible to group and due to the wide ranges in the grades, it is not possible to provide Intergrated services to 4 different classrooms an extra 4 periods a week for each class. There are ELLs who are placed in NEST classrooms, which is a program that uses an inclusive special needs model that forms classes of students who are autistic and the general population. Due to the nature of these classrooms, the Intergrated model is a difficult task. There is one NEST class on each grade, in grades K-2. There are ELLs who are in these classes that are part of the Stand-alone ENL groups. These NEST classes are very small, no more than 12 students and have very specific needs. Since the Intergrated ENL model is difficult to attain at our school in grades K-2, Ms. Herranz spends one period a week in the classroom of the ELLs who participate in the Stand-alone model. Her presence along with her effort to work with the ELLs provides the students with some Intergrated ENL experience. The Stand-alone model is implemented during the first part of the day from 8:10am to 10:45am. Students are grouped based on their NYSESLAT or NYSITELL scores and also based on their oral language development needs. The Intergrated model is utilized in the afternoon, where Ms. Herranz goes into grades 3-5, classrooms that are ICT. The Intergrated model is easier with these grades because ELLs are grouped by grade into a class on each grade. Ms. Herranz teaches whole class for the first 15minutes of the period. She is teaching a writing curriculum that is new to ours school. "Writing Skills" by Diana Hanbury King. She teaches a whole class mini lesson and then works with small groups of students who are ELLs, former ELLs. There are days when Ms. Herranz provides support in the content areas such as math and social studies. Students are grouped hetrogenously during whole class instruction and then homogenously during small group instruction. Proficiency levels vary, but are generally close enough to each other where when grouped, it works to the student's advantage. The students who receive ENL through the Intergrated model, are at similar levels and require 180 minutes of ENL/ELA and content area.

b. TBE program. *If applicable.*

Paste response to questions here:

c. DL program. *If applicable.*

Paste response to questions here: The DL classes are hetrogenously organized with student ranging in proficiency levels. Kindergarten and first grade DL classes are based on age. We have one DL classroom in the second grade that is ICT. These students receive services and instruction based on the language of the day. Our school utilizes a roller coaster model of langauge, where the language of instruction is alternated from day to day. All content areas are taught in both languages. ENL is provided by the classroom teachers. Teachers group their ELLs homogenously during ENL isntruction.

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Paste response to questions here: Dual Language teachers are provided with their students proficiency levels that are directly taken from the RLAT report. Across the grades, DL teachers provide their ELLs with their mandated minutes of ENL. Students who score at the entering and emerging level receive 360 minutes of ENL instruction and students at the transitioning and expanding level receive 180 minutes of ENL instruction a week. For students who require the 360 minutes of ESL, teachers closely look at their curriculum and adjust their insturctional time in order to serve these students. For students being provided services by Ms. Herranz, these students receive their mandated minutes of ENL through a push in and pull out model. Ms. Herranz pushes in to classroom of ELLs in grades 3-5. She provides 225 minutes of ENL a week. For students in grades K-2, she provides pull out ESL services based on their need. Students are grouped in a two ways, by grade and level, thus there are mixed age groups. The mixed age group consists of students who are at the emerging and entering level who require a lot of vocabulary and phonics. These students are all new commers except for one student in the 5th grade who is very learning disabled. With the new levels of proficiency, Ms. Herranz will reconfigure her groups based on the scores and needs of the students. Schedules are put in place providing the appropriate number of mandated minutes. All classroom and program scheduels are kept by the principal in the main office.Paste response

3. Describe how core content is delivered in each program model. 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 our Dual Langaue Program, DL teachers use the designated language of the day, Spanish or English, to teach all content areas. The teachers use the Go Math curriculum in both English and Spanish. Students are exposed to academic and domain specific vocabulary in Spanish in math. Teachers utilize several langauge prompts and key vocabualry terms/phrases throughough the math units to help students develop stronger oral and written lanaguage skills. Teachers expose students to several math strategies that include visuals to help them connect the connect to the concept. Dual Lanuage teachers use the "Senderos" curriculum to strengthen reading, writing, listening and speaking skills in Spanish. The "Senderos" curriculum includes thematic lessons which help the students to make text-to-text connections. In addition, each "Senderos" lesson has modified and differentiated support for students who are not approaching grade level standars. The "Senderos" curriculum utilizes SmartBoard technology to help students visualize the vocabualry and comprehend the texts. Dual Language teachers utilize the "Expeditionary Learning" ELA curriculum to teach reading/wriiting/listening common core standars. The "Expeditionary Learning" curriculum focuses on reaidng shared texts with the classroom. The shared texts help students comprehend the langauge collectively. Teachers plan around the shared text with a focus on academic and domain specific vocabulary. Overall, sustained silient reading, writing, and math are taught every

day. Science is taught in English and Spanish. The lower grade Science teacher provides students with visuals to help them understand content. The upper grade Science teacher is new to our school and she is bilingual and teaches science in Spanish to DL classes based on the language of the day. Dual Language teachers and the ESL teacher use graphic organizers and questioning strategies to provide support to the ELLs. In addition, ELLs are presented with sentence/language frames and vocabulary visuals to help them comprehend the content. ELLs are given ample waiting time to participate allowing them to process the language that is being presented to them orally and visually. Classroom teachers group their students and conference with each group at least twice a week to ensure that students are on task and understand what is expected of them. Language development is encouraged through the oral presentations of summaries, findings, and opinions based on projects or readings. Students are encouraged to self-monitor their understanding throughout the day helping them respond to the English Language in various ways. The ESL teacher pushes in during specific time slots when reading and writing are taking place in the classroom. This can happen during content area lessons. During this push in ESL time the ESL teacher works with a group of ELLs as well as former ELLs and any other children who would benefit from scaffolding and other ESL strategies."

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

We have recently purchased the DRA for grades K-5. All classroom teachers are using this assessment to assess their students in English. The DRA is also available in Spanish and our school utilizes the DRA Spanish in the Dual Language classroom to assess the home language. In addition, with our new "Senders" curriculum students in Dual Language classes have periodic formal assessments found in the reading, writing, grammar, and spelling sections of "Senders." In "Go Math" students are assessed in their home language. Since math content is taught in both English and Spanish our dual language program is able to strengthen the home languages and assess them through the chapter assessments found in Go Math. Each assessment is available in both English and Spanish. Alternate writing units are covered in Spanish and then children are accountable for meeting CCSS in Spanish. ELLs in general education classes are assessed in English with modifications to make the language accessible. The ESL and classroom teachers reread, paraphrase and explain vocabulary several times before assessment is recorded. ELLs are given more time to understand assignments and work in small groups during assessment. We have been fortunate to have a program called Boys Read that takes place in the library and supervised by the school's librarian. These students come in once a week and are paired off with ELLs and other students who can benefit from paired reading and discussions around reading.

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

Dual Language teachers and the ESL teacher are aware of the four modalities student's are tested on and as a result they incorporate all four in their lessons on a daily basis. For listening/speaking, teachers incorporate read alouds, auditory listening skills practice, videos, and shared reading to help students strengthen this area. Students are also encouraged to listen to their peers and respond appropriately. For reading, students are assessed using the DRA system. The DRA system has progress monitoring which allows the teachers to measure student reading progress throughout the year. In addition, each teacher holds guided reading groups in which the teacher may be able to hone in on the challenges students face with reading comprehension, vocabulary, and fluency. For writing, teachers use text-based questions from the read alouds and shared reading material to measure how students respond to text-based questions. In addition, teachers hold writing conferences with students on a weekly basis to target areas that need improvement. Overall, teachers schedule reading and writing during their readers workshop time. Every classroom in our school has read alouds, shared readings followed by questioning and small group conferencing to help students practice academic oral language. There is a daily focus, per content area, on vocabulary, oral language development and guided reading. Teachers ask students to keep work in folders. Teachers review student work on a weekly basis. Informal evaluation takes place during the small group meetings and during one-to-one conferences.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

Paste response to questions here: a. Dual Language teachers and the ESL teacher plan adequately for SIFE students by creating mini lessons that paraphrase what is being taught. SIFE students often work with another teacher or adult volunteer, to guide them in completing the outcomes and expectations of a task. These students require more time to complete assignments and more adult guidance. All SIFE students who are Spanish speaking are placed in a DL program. These students spend more time in school as they are asked to participate in after school programs that will help them. The ESL teacher works with these SIFE students during the Title III program and they are often included in pull out groups with younger children where the level of English and lessons are level appropriate. The focus tends to be vocabulary, oral language development, phonemic awareness, handwriting and guided reading. These students are assessed periodically, through informal assessment measures such as teacher observations and notes, exit questions, illustrated or written responses by student and work that is kept in their folders. Formal assessments come in the form of the DRA, which is done three times a year.

b. Our instructional plan for ELLs who have been in the US schools less than 3 years, is to have these newcomers participate in small group instruction, ensure they are receiving their ENL minutes of services and invite them to all after school, early bird,

Title 3 and Saturday program that provide rigorous test preparation. This is the largest ELL population in our school. Teachers are well aware of the needs of these students. These ELLs receive their appropriate minutes of ESL and participate in a morning reading program called "Early Bird" which is a great literacy support we have in our school that is run by volunteers and some staff members, including our bilingual librarian, Brenda Gilmartin. These children are grouped by level during reading and math instruction and are carefully monitored by teachers.

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

d.

e. Our plan for former ELLs is to treat these children like ELLs, and we continue to provide ESL services for them as much as possible. The DL teachers provide ESL instruction daily and utilize visuals, small group instruction, scaffolding strategies, purposeful partner pairing and oral language support. These ELLs in the monolingual classes receive at least 2 to 3 periods of ESL services a week with Ms. Herranz during the pull out program. Most of these former ELLs are placed in push in classes in order to provide continued services for them.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

Paste response to questions here: We have not had any students who fall into this category but if and when we do, the process would involve Ms. Herranz the ESL teacher, the student's classroom teacher, the student's parent and the AP Ms. Grafals, to meet to discuss the student's progress. Student work and exam history are reviewed and the child will receive adequate services based on the child's needs. The principal is notified of the student's needs and when necessary the committee on special education is consulted. If the child is in a monolingual classroom, the ESL teacher provides services by placing the child in the appropriate group.

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

Paste response to question here: We meet the needs of our ELL-SWDs by placing these students in the least restrictive environment and placing them in monolingual ICT classes or providing SETTS to dual language ELLs. Currently, we only have one dual language ICT in the second grade. These classes follow the same curriculum and schedule that regular education classes follow. Our ICT classrooms have a certified Special Ed. teacher teaching alongside with a regular Ed. teacher and provide students with frequent small group instruction, graphic organizers, paraphrasing of high level text material, and applying modifications and accommodations during all content area instruction. The ESL teacher pushes into these classes to provide further support and scaffolding during small group instruction. Students are given long wait time when answering questions. Teachers utilize visuals and the opportunity to use technology, such as our recent purchase of Mac laptops.

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

Paste response to question here: We have a number of providers that push in and pull out services and provide support. This year we have an IEP teacher, Ms. Linenbach. She provides SETSS services to ELLs in dual language and monolingual classes. Max Scholar phonics and reading is used. Ms. Linenbach ensures that all teachers are aware of IEP goals for the students in their class. Ms. Linenbach provides push in services while the ESL teacher is also providing push in services. Ms. Linenbach works with ELLs and former ELLs in small groups implementing the SPIRE program, which is phonemically based and very structured. Our ELLs with Special needs is a growing population in our school. Teachers work closely to meet these student's goals.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

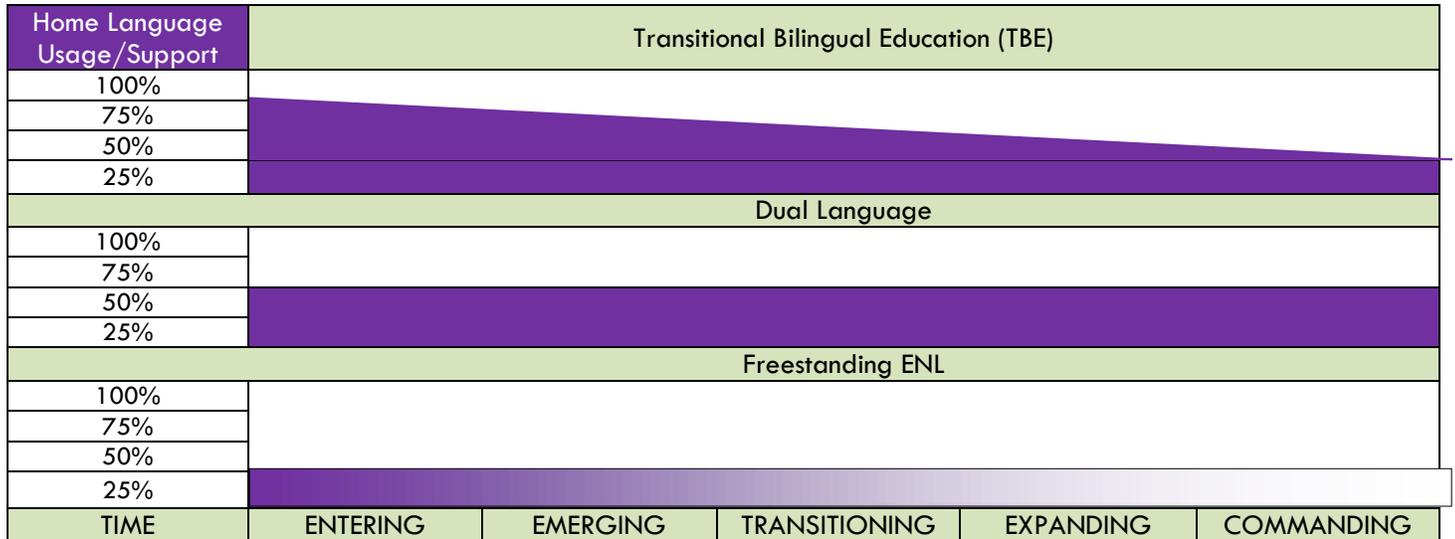


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
Paste response to question here: Our targeted intervention programs for ELLs who have below a 2 on the ELA and Math City Wide exams involves inviting these students to participate in after school help through a test prep program. We also have a large group of knowledgeable tutors who have been working at our school for over 3 years. They work with small groups of 2-4 ELL students, providing extra help in which ever content area the student needs most. Most of these programs are provided in English with some help in Spanish.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Paste response to question here: Our DL program provides our ELLs with the opportunity to learn in their native language and English. The dual language teachers and the ESL teacher build lessons that are based on the Common Core Standards for grades K-2 and Expeditionary Learning for grades 3-5. The lessons are balanced in that they include the content areas and also focus on oral language development. Our ELL population progressively does well on the NYSESLAT. Most of our ELLs in grades 3-5 are at the Advanced level, either transitioning or expanding. Content and language development is taught every day in all classes.
12. What new programs or improvements will be considered for the upcoming school year?
Paste response to question here: This upcoming school year we aim to improve the work that goes on within our Inquiry teacher teams. The ESL/DL Inquiry team is currently working on creating a curriculum calendar for 2015-16 that serves as a map, when looking at what's being taught across the grades. We recently hired a new Science teacher for grades 3-5 who is bilingual and she has been able to make that content more accessible to our ELLs in the dual language program.
13. What programs/services for ELLs will be discontinued and why?
Paste response to question here: We do not plan on discontinuing any services.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Paste response to question here: The guidance counselor Ms. Markland, our parent coordinator Ms. Gomez, and our ESL teacher, Ms. Herranz, are available to meet with parents to inform them of supplemental services offered at our school. We send written, translated notices home to all families. Ms. Fernandez, the 5th grade Dual Language teacher is actively involved with the 5th grade DL student population and their parents. She schedules tours to middle schools for parents and often serves as a translator.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
Paste response to question here: Instructional materials currently used to support ELLs are classroom libraries, computer based research projects, computer aided instruction and guided reading leveled books. In math, teachers use Go Math curriculum in English and Spanish and the online resources used to support the content. "Go Math" offers a variety of student workbooks, enrichment activities and reteaching activities that are alligned to the CCLS. Imagine Learning was installed this past year and Max Scholar is also being used. New this year are the MaxScholar instructional workbooks which build English Language grammar skills and structured writing. Each student is given a workbook that allows students to connect what is being learned on the Online MaxScholar program with the workbooks which focus on paragraph structured writing, vocabulary development using Greek and Latin roots, and overall grammar usage. This year, we have bought licenses with Brain Pop, Flocabulary and Raz Kids. The teachers utilize these online programs to promote and enhance student learning in all content area subjects. The visuals provided with these materials are of high-interest and ELLs are particularly engaged by the visuals. Our school has also acquired a new laptop cart with "MacBook" computers available for each student. Teachers plan their units of studies and include the use of these MacBooks in the unit so that ELLs are exposed to computer language and experiences. In addition, our ELLs are also invited to attend the Title III program that runs from the early winter until the Spring as well as our Saturday Academic Academy for those ELLs who have been designated as students who need academic intervention services. These programs are well attended by our students. Finally our students are also invited to attend Saturday Academy. Our school also has community and city organizations come in and offer our students real-life experiences that enhance and promote language development in ELLs. For example, our school has a partnership with Symphony Space, New York Historical Society, Ballroom Dancing, Asphalt Green Swimming Program, Lincoln Center Cine Kids, New Victory Theater, Snapple Theater, Chess Program, Studio in a School Art Program, and YPC Chorus. All our ELLs have access to these programs which enhance their basic and academic oral and written language development.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Paste response to question here: Native Language support is provided by implementing Senderos and its new writing curriculum. Students with a language other than English at home are encouraged to read in their native language. Our bilingual librarian has purchased an extensive collection of Spanish language books at all levels. Students are able to check out library books and also borrow books from the classroom libraries.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

Paste response to question here: Required services and support and resources correspond to ELL's ages and grade levels. Ms. Herranz the ESL teacher shares a room with the IEP teacher Ms. Linenbac. These teachers meet informally on a regular basis to ensure that ELLs are properly serviced in each grade and according to their IEPs. Ms. Herranz attends the IEP meetings of ELLs. Ms. Herranz meets regularly with the Bilingual Speech pathologist Ms. Campbell to discuss services, supports and monitor students and their progress.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Paste response to question here: During the last two months of school, May and June, when registration is taking place and admitting newly enrolled ELLs, Ms. Herranz schedules meetings for those families. The programs are explained to parents and the process is explained. These families are given the option to enroll in the DL program. During the first two weeks of the program, each grade plans a curriculum morning event or an evening pot luck dinner. Parents are invited as well as their children. Teachers get to meet with the parents to discuss any questions parents may have concerning the academic year.

19. What language electives are offered to ELLs?

Paste response to question here: We do not offer language electives in our elementary school.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here: a. The DL model used at PS 75 is a self-contained model. Our EPs and ELLs are integrated during the entire school day. Spaces are shared where students come into contact with each other on a regular basis and students share lesson experiences that are taught by specialist. Students are integrated during Chorus time which is several times a week during the last period of the day. We also have a theatre teacher who is new to our school and she teaches a lot of oral language development. Students come together and collaborate on presentations.

b. Again, the Core Content is taught in the language of the day. Unfortunately, the core content is not translated in Spanish and teachers spend an enormous amount of time translating core content that is not available in Spanish.

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

d. Dual Language teachers teach emergent literacy to their Spanish speaking students by organizing Spanish dominant groups within their classrooms. Guided reading groups take place every according to the language of the day. Senders and the DRA in Spanish are used. The focus is fluency in reading, writing and grammar. Senders has CDs that are used in the classroom as support.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Paste response to questions here: 1. The professional development plan for all ELL personnel at the school involves teacher teams that meet twice a month, along with PDs that take place once a month at the school level. Over the past year, the DL-ESL teacher team, which has a subdivision of a group of teachers that meet as the Title 3 team, meet twice a month and have discussed the following topics during the 2015 academic school year: "Developing Academic Language", "What are the needs of our Special Education Dual Language and ELL Students", "5 Key Strategies for ELL Instruction," and " Looking at the five stages of Language Acquisiton." Dual Language teachers meet weekly on grade level, and all of our teachers are part of weekly grade meetings. In grades K-2 teachers have focus groups that plan and implement the PAF (Preventing Academic Failure- a phonics based curriculum) program. Grade 2 is also implementing the Portland Curriculum. Teachers collaborate and plan monthly. They work on pacing charts that describe what is being taught in all the content areas. These pacing charts serve as time lines and a reference point across the grades. Teachers discuss and plan celebrations and publishing parites for students to share and display their work with parents and school community. Teachers are grouped into these teams by subject and not grade. Ms. Linenbach, our IEP teacher, attends monthly meetings, through the Special Education Liason Office. Topics such as "Practices for Inclusion" "Compliance Issue" and Instructional Practices" have taken place this year. Ms. Herranz attended a three part series last Spring presented by the Office of ELLs, CFN on "Best Practices on Promoting Academic Language amongst ELLs." She also attended a PD on "Vocabulary Developemnt" that was given at NYC and part of the NEST program curriculum and practices on best practices in teaching vocabulary.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Paste response to questions here: Ms. Fernandez is a 5th grade DL teacher with over 25 years of teaching experience. Ms. Peralta is a DL 4th grade ICT classroom teacher. Ms. Salas is a 4th grade DL teacher. Ms. Acevedo a 3rd grade dual language teacher, Mr. Mota is a 1st grade DL teacher and Ms. Herranz who is the ESL teacher for grades K-5. They are all part of an ESL/DL Inquirty, team that meets twice a month. This Inquiry team is curruntly working on curriculum maps that detail the units being implemented across the grades. They discuss their ELL population and ways to incorporate Spanish instruction in the content areas. Each team member gets the opportunity to share out with grade teams and discuss agendas, findings, and topics that deal specifically with the ELL population. The Office of ELLs also offers a variety of workshops that are available to our teachers. Recently one of our teachers attended "Nuts and Bolts Training: Preparing to Serve ELLs and Their Families."
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Paste response to question here: Our bilingual guidance counselor works closely with DL teachers and the ESL teacher in assisting ELLs in applying to middle schools. Ms. Markland, our guidance counselor, Ms. Herranz, the ESL teacher, Ms. Fernandez, our 5th grade DL teacher with over 30 years of experience, and our Parent Coordinator Ms. Gomez, meet with parents of fifth grade students who will be graduating and entering Middle school. Information on Middle schools and the programs they have to offer is explained to parents and students. ELLs are coached in preparing for middle school interviews. The ESL teacher, Ms. Herranz along with the guidance counselor Ms. Markland shcedule groups of ELLs to meet with them when reviewing their middle school applications and setting up appointments for middle sschools. Ms. Herranz provides interclassroom visitations, to support teachers in the 5th grade who are working on middle school essays. Ms. Herranz assists with the writing process.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
Paste response to question here: Our school encourages teachers of ELL students to take part in the many PDs offered by the Office of ELLs. Dual Language teachers meet weekly, on grade level and plan lesson together, discuss student progress and strategies to further help students with learning disabilities. Agendas are maintained as well as sign in sheets. When teachers leave the building for PD, forms are completed and filed in the office by the secretary.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Paste response to question here: Our parent coordinator Ana Gomez, our Principal, Mr. O'Brien, AP Ms. Grafals, our school social worker, Denise Markland and our ESL teacher Ms. Herranz hold meetings for parents at the beginning of the school year, once before the winter break and again during the spring. During the Fall meeting, parents are invited into the auditorium during the first period of the day and a presentation takes place and parents are informed of grade and school wide goals, progress reports, citywide exams, including the NYSESLAT and NYSITELL, and the procedure for parents to make appointments with their child's teachers to attain language proficiency assessment results and their child's development and progress in all the content areas. Most of our ELL parent population is of Latino descent and the translations can be provided by three of the members who are presenting. When a language other than English or Spanish is needed, those parents are directed to Ms. Herranz, and she then sets up appointments to meet individually with these families. She has not had the need to refer to the new telephone number recently distributed to schools that provide immediate interpretation services.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response to question here: Ms. Gomez the parent coordinator and Ms. Herranz, the ESL teacher, keep records through attendance sign in sheets and records of phone calls are logged. In addition, Ms. Gomez, keeps copies of calendars and agendas that she also reports online to the Superintendent Office, with the designated department for Parent Coordinators.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Paste response to questions here: 1. Our parent coordinator Ms. Gomez has an open door policy. She evaluates the needs of our population in three ways. She conducts group meetings, provides time to parents for private meetings and takes recommendations from classroom teachers who have requests that their parents have made. Ms. Gomez is bilingual and works closely with our PTA. Together they organize after school programs that serve ELLs and EPs. The PTA helps the Parent Coordinator with the grade pot-luck dinner at the beginning of the year. Parents are invited to visit classrooms during celebrations, publishing parties and the Principal-Parent Chat that take place monthly. Ms. Markland and Ms. Gomez partner up to provide workshops for parents of ELL students. Some topics include: a) How to help your child with their homework. b) Selecting books and reading with your child. c) Learning about free and local resources, such as libraries and universities that allow parents and their children to use computer labs and facilities. She provides ELL parents with information and applications to free summer camps, holiday camps and tutoring services. The DL teachers have been celebrating important holidays with their students and their families. During Thanksgiving, and other holiday events, classes come together to present songs and other performances where parents are invited. These celebrations, publishing parties and potluck dinners provide a time for parents to come together and mingle with other parents as well as the staff. The atmosphere is always positive and festive. This is something our school has been doing for many years. We also have a high level of parent involvement at our school. The parents are part of an email group and they send out a weekly Newsletter that informs the parents and school community of what is happening. Every year the PTA also organizes a very large fundraiser that has been very successful for many years. They raise money to pay for the art teachers we have in the school and also for venues that allow exhibits and performances. Ballroom dancing is another activity that invites parent involvement, especially during the preparation and competition phase.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

Paste response to question here: Ms. Gomez works with Beth Wells, who provides Learning Leaders Workshops for parents that help parents learn ways to help their children with math and other content area material that their children are working on in school. Booker T. Washington school offers after school programs and services to our students.

5. How do you evaluate the needs of the parents?

Paste response to question here: Ms. Gomez is in constant contact with our parents since she is always at the entrance of the school, greeting students and parents as they enter the building in the morning and she is also there at dismissal. Ms. Gomez evaluates the needs of our parents on a regular basis and involves the principal, the classroom teacher or ESL teacher as needed. Ms. Gomez articulates the needs of the parents to the necessary person, in a direct conversation or through email.

6. How do your parental involvement activities address the needs of the parents?

Ms. Gomez provides parents with information on ESL programs for adults, outside services that help parents with their child's needs. Ms. Gomez also takes recommendation from classroom teachers as to what kind of workshops to provide to parents. Often, parents are looking for help in reading or translating a document, writing a letter or finding free programs for their children. Ms. Gomez is extremely popular and always available to meet with parents. Ms. Gomez has an excellent attendance and availability rate. She is always available to help parents.

D. Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.
Paste response here:

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Robert K. O'Brien	Principal		9/8/15
Ravanda Oden/Alida Grafals	Assistant Principal		9/8/15
Ana Gomez	Parent Coordinator		9/8/15
Miroslava Herranz	ENL/Bilingual Teacher		9/8/15
Carolina Graham	Parent		9/8/15
Benelly Alvarez 4 th grade DL	Teacher/Subject Area		9/8/15
Annie Silva, DL Special Ed	Teacher/Subject Area		9/8/15
	Coach		9/8/15
	Coach		1/1/01
Denise Markland	School Counselor		9/8/15
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
Shelley Linenbach	Other <u>IEP teacher</u>		1/1/01
Christiane Bandele	Other <u>School spychologist</u>		1/1/01
	Other _____		1/1/01