



**Department of
Education**

Dennis M. Walcott, Chancellor



**2011-2012
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL NAME : PAULO INTERMEDIATE SCHOOL 75

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 31R075

PRINCIPAL: MARK CANNIZZARO EMAIL: MCANNIZ@SCHOOLS.NYC.GOV

SUPERINTENDENT: ERMINIA CLAUDIO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Mark Cannizzaro	*Principal or Designee	
William Gilmartin	*UFT Chapter Leader or Designee	
Donna Tricarico	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Jessica Christensen	Member/Staff	
Robert Meraglia	Member/Chairperson	
Angela Marasia	Member/Staff	
Denise Carsten	Member/Financial Liaison	

Robin Coccozza	Parent/Recording Secretary	
Kathleen Restaino	Parent/Communications Liaison	
Denise Olsen	Parent/Recording Secretary Back-Up	

Alicia Kryger	Parent	
Tara Muscip	Parent	
Bernadette Marinelli	Parent	
Cynthia Calvanico	Staff	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- By June 2012, school leaders and teachers will work collaboratively to strengthen teacher and supervisor practice by implementing, and engaging in subsequent feedback and reflection around the six selected components of the *Charlotte Danielson Framework for Teaching*, with the implementation of this goal resulting in a 1% gain of students performing at level 3 or 4 on the NYS English Language Arts Exam and a one percent gain on the NYS Mathematics Exam.
 - a. Component 1e - Designing Coherent instruction
 - b. Component 2b – Establishing a culture for learning
 - c. Component 2d - Managing student behavior
 - d. Component 3b – Using questioning and discussion techniques
 - e. Component 3c – Engaging students in learning
 - f. Component 3d – Using assessment in instruction

Comprehensive needs assessment

- As outlined by the Citywide Instructional Expectations for 2011-2012, in an effort to prepare all students for college and career readiness, school leaders will engage students and teachers in strengthening the instructional core across all classrooms in the school. This work has grown out of the needs assessed collectively by the city through the last several years of in depth inquiry work, and as a result of inconsistent growth on our ELA exam. In addition, we have been identified as a SINY school, as our students with disabilities did not make AYP in ELA. The common goal is to improve student performance through highly effective teaching, as we work toward adjusting *how* we teach in order to help all students succeed on the cognitively demanding tasks required by the Common Core Learning Standards.

Instructional strategies/activities

- We will implement the following instructional strategies and activities to achieve this goal:
 - a) Implement a **year-long (September-June)** cycle of professional development around Charlotte Danielson 's components in focus (as stated above) for this year by providing teachers with a common lens and language as indicated in *Charlotte Danielson's Framework for Teaching*. This framework will articulate clear expectations for teacher practice and serve as the focus for teacher development.
 - b) School leaders will engage in short, frequent cycles of classroom observation, collaborative examination of student work, and timely, specific, evidence-based feedback teachers can act on to increase rigor and effectiveness of their own instruction.

Teachers will receive feedback on student work on the Common Core-aligned tasks and on successes and challenges related to reaching all students, including students with disabilities and English Language Learners.

- c) School leaders will strengthen their own capacity to provide high-quality feedback to teachers through professional development, support from network teams, and study groups around the key components in weekly cabinet meetings (at which time templates for school-wide use will be designed based on close study and PLC teacher feedback.)
- d) Weekly Professional Learning Communities will be utilized to rollout this year-long intensive Danielson study with teachers, at which time the teachers themselves will be identifying the “Look Fors” in selected components and preparing “mini-professional developments” around them to turn-key at PLCs, in an effort to internalize the nature of each components and involve all teachers in the process of incorporating the key Danielson elements into their daily instructional practice.
- e) The strengthening of teacher practice will be assessed by follow up informal observations, follow up feedback conversations and the progress indicated in interim markers such as: quarterly assessments, Acuity tests, and the benchmark assessments such as Performance Series and the Writing Continuum used in ELA.
- f) Our school Library/Media Center will support the efforts of this goal, with the assistance of our Media Specialist, Mary Tomes, to access electronic documents using the computer lab, facilitate professional development with teachers regarding our school’s website on e-chalk (IS 75.org), assist students and teachers in research both digitally and textually through our book lending system, support teachers and students regarding digital/electronic needs in the classroom regarding the standards and rigor outlined in the CCLS.

Strategies to increase parental involvement

- Inform families via our school’s website IS75.org, and our monthly newsletter, of the new Common Core Learning Standards and the plan the school has implemented, as the new Common Core work is driving the highly effective teaching methodology outlined by Danielson’s Framework.
- Families will be invited to a Curriculum Night in September where they will become familiar with the Common Core Learning Standards and what it says about what students should know and be able to do by the end of their current grade to better understand the intensified rigor of teachers’ classroom instruction.
- By spring 2012, samples of newly developed common-core aligned tasks will be made available for parents and samples of exemplary student work on the Common Core-aligned tasks will be shared via a parent Literacy Night and our school website.
- By late spring-summer 2012, parent leadership will be made aware of curriculum development for the following school year and of any changing expectations for 2012-2013.
- Parents are strongly and regularly encouraged to set up a Parent Access Account on our school website, through which they can easily view their child’s homework, assignments, test/quiz dates, etc., on any given day; email their child’s teachers; download memos, permission slips, required school forms; and access important resources that foster their critical role in their children’s academic, social, emotional, and even physical progress.
- Our PTA holds monthly meetings to communicate with parents what is going on in the school and engage families in the school

community

- We use the “School Messenger” system to communicate with parents on important school information.

Strategies for attracting Highly Qualified Teachers (HQT)

- We attract Highly Qualified Teachers by maintaining our stellar reputation of nurturing teacher development through a mentoring program in-house, in addition to the mandated mentoring new teachers **receive**. We assign a “teacher-buddy” to our new teachers within their content area, and support more experienced teachers through intervisitation and regular meetings with the Assistant Principal to discuss teacher effectiveness.
- Engaging teachers in a professional development program, through Professional Learning Communities and teacher study groups, that focuses on the most current mandates and initiatives required by the city to ensure that all teachers have an awareness of the changes and begin implementation.
- Designing teacher teams logistically within the same vicinity to promote collegiality, collaboration, and an overall environment of safety, support, and respect for one another.
- Offering Professional Development on our Staff PD days that meets the needs requested by staff via surveys/and or teacher feedback during PLCs.
- Listening to teachers regarding their professional goals and differentiated professional development on multi-levels and interests to meet the needs of the various experience and expertise of staff members.
- The UFT Teacher Center is made available for teachers and is equipped with computers, a printer, plenty of quiet “kid-free” workspace, and a rich library of professional resources. Furthermore, our Teacher Center Staff Developer, Jessica Susca, is available to assist teachers in planning lessons, modeling lessons and assisting teachers with materials and resources.
- There are many professional development opportunities that are available for professional growth through our network, as well as through the various outside organizations we have become affiliated with (due to newly adopted programs in our building) over the past two years including *Teachers College Reading and Writing Project* and NEST (.).

Service and program coordination

- Dedicated time for teacher team meetings has been secured through the school based option process. Teacher Teams meet at least one time per week for one hour. In addition, all ELA and Math teachers have an additional one period of common planning time.

Budget and resources alignment

- Tax Levy funding is our only funding source. Assistant Principals, Coaches, and Lead Teachers are coordinating this effort. All staff is focusing on the six components of the Danielson Framework outlined above.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- By June 2012, the Communications Arts Department will align at least one English/Language Arts unit of study to the Common Core Learning Standards and implement one performance task to assess the unit, with the implementation of this goal resulting in a 1% gain of students performing at level 3 or 4 on the NYS English Language Arts Exam and a one percent gain on the NYS Mathematics Exam.

Comprehensive needs assessment

- The Communication Arts Department worked intensely last spring (February-June), in their first year as a *Teachers College Reading and Writing Project school*, to become familiar with the Common Core Learning Standards and design curriculum and teaching points around the new depth and rigor outlined and defined by the CCLS and Webb's Depth of Knowledge Matrix. As the awareness of the new rubric became more familiar, teacher teams were formed during PLC time and units were reviewed for revision to align with the CCLS and performance tasks. The work done for the second part of the year set the foundation for the more in-depth work that would take place this school year through PLCs, planning times, and professional development days. **(September-June)**.
- This need is a direct result of the new instructional expectations set forth by the city to ensure that our school implements the request for one complete unit in literacy aligned to a performance task focused on the CCLS: Reading *Informational Text Standards 1 and 10*, and *Writing Standard 1 (Written analysis of informational texts or written opinion or argument based on analysis of informational texts.)*, the needs assessed collectively by the city through the last several years of in depth inquiry work, and as a result of inconsistent growth on our ELA exam. In addition, we have been identified as a SINY school, as our students with disabilities did not make AYP in ELA.
- Trends in our ELA data have indicated that our girls traditionally outperform our boys by about 5%.
- Trends in our ELA data have indicated that we lose about 8-10% of our level 4 students in grade 8.

Instructional strategies/activities

- We will implement the following instructional strategies and activities to achieve this goal:
 - a) Teachers will work in grade-band teams during PLC time and common planning time during the school day **(September-June)** to study the UBD (Understanding By Design) unit planning method and create a unit plan for each Teachers College Unit that is aligned with the Common Core Learning Standards.
 - b) Teachers collaborated on a "teacher-made" template for the UBD design that was shared and customized in each department to meet the needs of the different content areas and included: Unit Overview, Essential Questions, Guiding Questions,

Established Goals/Common Core Learning Standards, Key Terms/Vocabulary, Enduring Understandings, Knowledge and Skills, Assessments, Learning Plan/Teaching Points, Materials

- c) Teaching points were revised to meet the Common Core Learning Standards.
- d) Model Performance Task was created by Teachers College for study and implementation, and further deconstructed during professional development sessions with our TC staff developer, Cornelius Minor. The department is using this Performance Task as a model for future Performance Tasks with multiple entry points to support our at-risk-students.
- e) The Common Core Library was utilized as another model and resource for the design of exemplary Performance Tasks.
- f) Webb's Depth of Knowledge Matrix has been studied and used in unit designs to ensure that depth, rigor and text complexity are all being addressed in a cohesive unit.
- g) The shifts in instructional practice have been emphasized through the use of more non-fiction in our classroom libraries.
- h) Teachers are implementing the newly revised units and teaching points immediately and having conversations around changes to be made upon completion of the unit. The students are taking the Performance Series as a benchmark assessment, or ***interim progress point***, for reading to track progress over time and set reading goals. The new Teachers College Informational Writing Continuum is also being implemented quarterly to track student progress and create writing goals.
- i) Teachers meet in PLCs weekly to reflect on instructional practice and refine their strategies.
- j) Cross-content teams will meet monthly, beginning in January 2012, to collaborate and begin aligning literacy with content as indicated in the CCLS. This work has already begun between ELA and Social Studies.
- k) Cross-content teacher teams collaborate regularly informally to discuss student progress and support each other in the UBD design implementation.
- l) As we did not make AYP in literacy last year with our IEP students, we have been working with a SESIS on a quality improvement plan (QUIP) every Monday, in our CTT classrooms to develop an action plan to support our IEP students.
- m) Our level 1 & 2 students are offered a free 10 week ELA program to help them prepare to take the state ELA exam.
- g) A *Guided Reading Lending Library* has been implemented in the UFT Teacher Center for teachers to borrow differentiated non-fiction text sets to use with struggling readers to raise their reading levels.
- h) Classroom library books were ordered on a high interest level for boys to meet the need of trend we have been seeing in our data regarding girls outperforming boys.
- i) Classroom library books were ordered on a high interest and high reading level to challenge our proficient/advanced readers in an effort to maintain their level 4 and support their high lexile level (speaking to the trend we have seen in our data).
- j) Our school Library/Media Center will support the efforts of this goal, with the assistance of our Media Specialist, Mary Tomes, to access appropriately leveled electronic documents using the computer lab and specific high-quality subscription databases, and to provide well-thought out, tailored collection development for our central, permanent library collection which correlates with Common Core Learning Standards, student interest and reading levels, and is targeted toward our identified needs. Our media specialist will also facilitate professional
- k) development with teachers regarding their ongoing online presence our school's website on e-chalk (IS 75.org), as well as the resources available there. She will also assist students and teachers with research both digitally and textually through our

book-lending system, including increased circulation of e-books, and regularly support teachers and students with digital/electronic needs in the classroom and thus help them implement the standards and rigor outlined in the CCLS.

- I) We offer teachers the opportunity to attend Teacher's College Professional Development days to further their professional growth. In addition, we have a staff developer that visits our school 19 days during the school year.

Strategies to increase parental involvement

- Inform families via our school's website IS75.org, and our monthly newsletter, of the new Common Core Learning Standards and the plan the school has implemented to meet the needs of all students.
- Families will be invited to a Curriculum Night in September where they will become familiar with the Common Core Learning Standards and what it says about what students should know and be able to do in English Language Arts by the end of their current grade, to better understand the intensified rigor of teacher classroom instruction and focus on non-fiction reading and writing.
- By spring 2012, samples of newly developed common-core aligned tasks will be made available for parents and samples of exemplary student work on the Common Core-aligned tasks will be shared via a parent Literacy Night and our school website.
- By spring 2012, our annual "Literacy Night" will take place and parents/students will be invited to an informational night where they will be able to rotate to different workshops focusing on the areas in focus for this year including: Common Core Learning Standards and how it is effecting the 2012 ELA test; the implications for instruction that parents will see as evidenced by their child's work and the rationale behind it; a sample performance task and a look at what a unit in ELA looks like now.
- By late spring-summer 2012, parent leadership will be made aware of curriculum development for the following school year and of any changing expectations for 2012-2013.
- Our PTA holds monthly meetings to communicate with parents what is going on in the school and engage families in the school community
- Monthly meetings are held for our NEST parents to provide them with an opportunity to speak directly with teachers regarding curriculum.
- We use the "School Messenger" system to communicate with parents on important school information.

Strategies for attracting Highly Qualified Teachers (HQT)

- Through the adoption and implementation of the *Teachers College Reading and Writing Project Curriculum*, we have been able to afford our teachers with the unique opportunity to attend Teachers College at Columbia University for their Professional Development Calendar Days that focus on the units of study being taught and all of the latest research in literacy. We also have a Teachers College Staff Developer assigned to our school to support us in teaching the curriculum.

- We attract Highly Qualified Teachers by maintaining our stellar reputation of nurturing teacher development through a mentoring program in-house, in addition to the mandated mentoring new teachers get. We assign a “teacher-buddy” to our new teachers within their content area, and support more experienced teachers through intervisitation and regular meetings with the Assistant Principal to discuss teacher effectiveness.
- Engaging teachers in a professional development program, through Professional Learning Communities and teacher study groups, that focuses on the most current mandates and initiatives required by the city to ensure that all teachers have an awareness of the changes and begin implementation.
- Designing teacher teams logistically within the same vicinity to promote collegiality, collaboration, and an overall environment of safety, support, and respect for one another.
- Offering Professional Development on our Staff PD days that meets the needs requested by staff via surveys/and or teacher feedback during PLCs.
- Listening to teachers regarding their professional goals and differentiated professional development on multi-levels and interests to meet the needs of the various experience and expertise of staff members.
- The UFT Teacher Center is made available for teachers and is equipped with computers, a printer, plenty of quiet “kid-free” workspace, and a rich library of professional resources. Furthermore, our Teacher Center Staff Developer, Jessica Susca, is available to assist teachers in planning lessons, modeling lessons and assisting teachers with materials and resources.
- There are many professional development opportunities that are available for professional growth through our network, as well as, through the various outside organizations we have become affiliated with (due to newly adopted programs in our building) over the past two years including *Teachers College Reading and Writing Project* and NEST.

Service and program coordination

- Dedicated time for teacher team meetings has been secured through the school based option process. Teacher Teams meet at least one time per week for one hour. In addition, all ELA and Math teachers have an additional one period of common planning time.

Budget and resources alignment

- Tax Levy funding is our only funding source. Assistant Principals, Coaches, and Lead Teachers are coordinating this effort. All staff is focusing on the six components of the Danielson Framework outlined above.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- By June 2012, the mathematics department will align one unit of study to the Common Core Learning Standards and implement one performance task to assess the unit, with the implementation of this goal resulting in a 1% gain of students performing at level 3 or 4 on the NYS English Language Arts Exam and a one percent gain on the NYS Mathematics Exam.

Comprehensive needs assessment

- This goal is a direct result of the new instructional expectations set forth by the city to ensure that our school implements the request for one complete unit in math aligned to a performance task focused on the CCLS: *Model with Mathematics (#4) and/or Construct Viable Arguments and Critique the Reasoning of Others (#3)*, and the domains of focus representing key content in each grade. Facility with these two practices, and solid knowledge of key concepts, will enable students to demonstrate their mathematical thinking by successfully analyzing authentic problems and constructing and defending logical paths to solving problems. Students are required to think deeply and be critical problem solvers to reach the high expectations outlined in the CCLS and the 21st century thinking skills.

Instructional strategies/activities

- We will implement the following instructional strategies and activities to achieve this goal:
 - a) Teachers are working in grade-band teams during PLC time and common planning time during the school day (**September-June**) to study the UDL (Universal Design for Learning) unit planning method and modify (by adding multiple entry points for students of varied ability levels) and implement one unit provided through the Common Core Library that is aligned with the Common Core Learning Standards.
 - b) Some teachers collaborated on a “teacher-made” template for the UDL design that was shared and customized in each department to meet the needs of the different content areas and included: Unit Overview, Essential Questions, Guiding Questions, Established Goals/Common Core Learning Standards, Key Terms/Vocabulary, Enduring Understandings, Knowledge and Skills, Assessments, Learning Plan/Teaching Points, Materials.
 - c) Teachers are working in grade-band teams during PLC time and common planning time during the school day (**September-June**) to align their assessments to meet the rigor demanded by Common Core Learning Standards using Acuity as a means for obtaining timely and relevant data, setting benchmarks for students, as a means for differentiation and as a spring board for goal setting.

- d) A model Performance Task was provided through the Common Core Library for study and implementation, and has been further deconstructed during professional development sessions. The department is using this Performance Task as a model for future Performance Tasks with multiple entry points.
- e) Teachers meet in PLCs weekly to reflect on instructional practice and refine their strategies.
- f) Cross-content teams will meet monthly, beginning in January 2012, to collaborate and begin aligning literacy with content as indicated in the CCLS. This work has already begun between ELA and Social Studies.
- g) Cross-content teacher teams collaborate regularly informally to discuss student progress (**ongoing throughout the school year**).
- h) Teachers are working in grade-band teams during PLC time and common planning time during the school day (**September-June**) to review student work, identify gaps in understanding, and determine the instructional implications and next steps for improving student outcomes. These groups typically focus on our lowest performing students.
- i) Our level 1 & 2 students are offered a free 10 week Math program to help them prepare to take the state Math exam.
- j) Our school Library/Media Center will support the efforts of this goal, with the assistance of our Media Specialist, Mary Tomes, to access electronic documents using the computer lab, facilitate professional development with teachers regarding our school's website on e-chalk (IS 75.org), assist students and teachers in research both digitally and textually through our book lending system, support teachers and students regarding digital/electronic needs in the classroom regarding the standards and rigor outlined in the CCLS.

Strategies to increase parental involvement

- Inform families via our school's website IS75.org ,and our monthly newsletter, of the new Common Core Learning Standards and the plan the school has implemented, as the new Common Core work is driving the highly effective teaching methodology outlined by Danielson's Framework.
- Families will be invited to a Curriculum Night in September where they will become familiar with the Common Core Learning Standards and what it says about what students should know and be able to do by the end of their current grade to better understand the intensified rigor of teacher's classroom instruction.
- By spring 2012, samples of newly developed common-core aligned tasks will be made available for parents and samples of exemplary student work on the Common Core-aligned tasks will be shared via a parent Literacy Night and our school website.
- By spring 2012, "Math Night" will be made available for parents to attend a workshop at which they will learn more about the new curriculum and CCLS standards and how our school is preparing students for the state Math exam.
- By late spring-summer 2012, parent leadership will be made aware of curriculum development for the following school year and of any changing expectations for 2012-2013.
- Our PTA holds monthly meetings to communicate with parents what is going on in the school and engage families in the school community.
- Monthly meetings are held for our NEST parents to provide them with an opportunity to speak directly with teachers regarding curriculum.

- We use the “School Messenger” system to communicate with parents on important school information.
- Parents are strongly and regularly encouraged to set up a Parent Access Account on our school website, through which they can easily view their child’s homework, assignments, test/quiz dates, etc., on any given day; email their child’s teachers; download memos, permission slips, required school forms; and access important resources that foster their critical role in their children’s academic, social, emotional, and even physical progress.

Strategies for attracting Highly Qualified Teachers (HQT)

- We attract Highly Qualified Math Teachers by maintaining our stellar reputation of nurturing teacher development through a mentoring program in-house, in addition to the mandated mentoring new teachers get. We assign a “teacher-buddy” to our new teachers within their content area, and support more experienced teachers through intervisitation and regular meetings with the Assistant Principal to discuss teacher effectiveness.
- Engaging teachers in a professional development program, through Professional Learning Communities and teacher study groups, that focuses on the most current mandates and initiatives required by the city to ensure that all teachers have an awareness of the changes and begin implementation.
- Designing teacher teams logistically within the same vicinity to promote collegiality, collaboration, and an overall environment of safety, support, and respect for one another.
- Offering Professional Development on our Staff PD days that meets the needs requested by staff via surveys/and or teacher feedback during PLCs.
- Listening to teachers regarding their professional goals and differentiated professional development on multi-levels and interests to meet the needs of the various experience and expertise of staff members.
- The UFT Teacher Center is made available for teachers and is equipped with computers, a printer, plenty of quiet “kid-free” workspace, and a rich library of professional resources. Furthermore, our Teacher Center Staff Developer, Jessica Susca, is available to assist teachers in planning lessons, modeling lessons and assisting teachers with materials and resources.
- There are many professional development opportunities that are available for professional growth through our network, as well as, through the various outside organizations we have become affiliated with (due to newly adopted programs in our building) over the past two years including *Teachers College Reading and Writing Project* and NEST.

Service and program coordination

- Dedicated time for teacher team meetings has been secured through the school based option process. Teacher Teams meet at least one time per week for one hour. In addition, all ELA and Math teachers have an additional one period of common planning time.

Budget and resources alignment

- Tax Levy funding is our only funding source. Assistant Principals, Coaches, and Lead Teachers are coordinating this effort. All staff is focusing on the six components of the Danielson Framework outlined above.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

- By June 2012, our social studies and science departments will align curricular to the Common Core Learning Standards, with the implementation of this goal resulting in a 1% gain of students performing at level 3 or 4 on the NYS English Language Arts Exam and a one percent gain on the NYS Mathematics Exam.

Comprehensive needs assessment

- In order to meet the rigorous non-fiction needs of the Common Core Learning Standards and Citywide Instructional Expectations regarding strengthening student work and literacy, social studies and science teachers have been working since September to revise their curriculum maps based on the UBD model, and align their teaching points to the CCLS. Performance tasks that meet the city mandated literacy standards in reading and writing are being developed.
- This goal has grown out of a need to engage content area teachers in the instructional shifts as outlined in the CCLS and support ELA teachers in the same effort, as we prepare students to take the ELA exam that is becoming increasingly richer in non-fiction passages and higher-order thinking questions aligned to the Common Core; the needs assessed collectively by the city through the last several years of in depth inquiry work, and as a result of inconsistent growth on our ELA exam. In addition, we have been identified as a SINY school, as our students with disabilities did not make AYP in ELA.

Instructional strategies/activities

- We will implement the following instructional strategies and activities to achieve this goal:
 - k) All social studies and science teachers were given professional development last spring (2011) on the CCLS to raise their awareness level and begin having conversations around the instructional shifts required by all teachers including: *balancing informational and literary text, staircase of complexity, text based answers, writing from sources, building knowledge in disciplines and academic vocabulary.*
 - l) Social Studies and Science teachers have been working during their PLC time to emphasize literacy experiences in their planning and instruction. Teachers are planning for students to learn through domain-specific texts-rather than referring to the text, they are expected to learn from what they read.
 - m) Social Studies and Science teachers are working in teams during PLC time to revise their current units using the UBD model and align teaching points to the CCLS, as well as develop a performance task that meet the Common Core literacy standard in reading and writing with multiple entry points
 - n) Social Studies teachers have participated in professional development with our Teachers College Staff developer, to examine their current units and learn to implement reading comprehension strategies such as instructional read-alouds and guided

reading to raise the level of comprehension in their students.

- o) Social Studies teachers have examined their current quarterly assessments using Webb's Depth of knowledge matrix to evaluate the level of text complexity and DOK level of questioning used on assessments then used this information to revise assessments.
- p) Social Studies teachers have collaborated with ELA teachers on the TC non-fiction unit, and used the student guidebook work samples in their first cycle of "looking at student work".
- q) As we know that Social Studies and Science textbooks are historically written on a level two times higher than a student's current grade level, content area reading strategies have been introduced during PLC time to help teachers reach our struggling readers. Some of the researched strategies include: Tools for Teaching Content Literacy, by Janet Allen, Teaching Reading in Social Studies, Science, and Math, by Laura Robb, reciprocal teaching, PLAN (predict, locate, add, note), story pyramids, etc.
- r) Successful implementation of these strategies and activities will be determined by **interim markers** such as quarterly assessments, Acuity tests, and the benchmark assessments such as Performance Series and the Writing Continuum used in ELA.
- s) Our SESIS staff developer is at our school every Monday helping to develop an action plan to help our IEP students raise their reading levels.
- t) A *Guided Reading Lending Library* has been implemented in the UFT Teacher Center for teachers to borrow differentiated non-fiction text sets to use with struggling readers to raise their reading levels.
- u) Our school Library/Media Center will support the efforts of this goal, with the assistance of our Media Specialist, Mary Tomes, to access electronic documents using the computer lab, facilitate professional development with teachers regarding our school's website on e-chalk (IS 75.org), assist students and teachers in research both digitally and textually through our book lending system, support teachers and students regarding digital/electronic needs in the classroom regarding the standards and rigor outlined in the CCLS.

Strategies to increase parental involvement

- Inform families via our school's website IS75.org, and our monthly newsletter, of the new Common Core Learning Standards and the plan the school has implemented to meet the needs of all students.
- Families will be invited to a Curriculum Night in September where they will become familiar with the Common Core Learning Standards and what it says about what students should know and be able to do in English Language Arts by the end of their current grade, to better understand the intensified rigor of teacher classroom instruction and focus on non-fiction reading and writing.
- By spring 2012, samples of newly developed common-core aligned tasks will be made available for parents and samples of exemplary student work on the Common Core-aligned tasks will be shared via a parent Literacy Night and our school website.
- By spring 2012, our annual "Literacy Night" will take place and parents/students will be invited to an informational night where they will be able to rotate to different workshops focusing on the areas in focus for this year including: Common Core Learning Standards

and how it is effecting the 2012 ELA test; the implications for instruction that parents will see as evidenced by their child's work and the rationale behind it; a sample performance task and a look at what a unit in ELA looks like now.

- By late spring-summer 2012, parent leadership will be made aware of curriculum development for the following school year and of any changing expectations for 2012-2013.
- Parents are invited to attend the Science Fair in the spring.
- Our PTA holds monthly meetings to communicate with parents what is going on in the school and engage families in the school community.
- Monthly meetings are held for our NEST parents to provide them with an opportunity to speak directly with teachers regarding curriculum.
- We use the "School Messenger" system to communicate with parents on important school information.
- Parents are strongly and regularly encouraged to set up a Parent Access Account on our school website, through which they can easily view their child's homework, assignments, test/quiz dates, etc., on any given day; email their child's teachers; download memos, permission slips, required school forms; and access important resources that foster their critical role in their children's academic, social, emotional, and even physical progress.

Strategies for attracting Highly Qualified Teachers (HQT)

- Through the adoption and implementation of the *Teachers College Reading and Writing Project Curriculum*, we have been able to afford our teachers with the unique opportunity to attend Teachers College at Columbia University for their Professional Development Calendar Days that focus on the units of study being taught and all of the latest research in literacy. We also have a Teachers College Staff Developer assigned to our school to support us in teaching the curriculum and **aligning ELA with Social Studies and Science.**
- We attract Highly Qualified Teachers by maintaining our stellar reputation of nurturing teacher development through a mentoring program in-house, in addition to the mandated mentoring new teachers get. We assign a "teacher-buddy" to our new teachers within their content area, and support more experienced teachers through intervisitation and regular meetings with the Assistant Principal to discuss teacher effectiveness.
- Engaging teachers in a professional development program, through Professional Learning Communities and teacher study groups, that focuses on the most current mandates and initiatives required by the city to ensure that all teachers have an awareness of the changes and begin implementation.
- Designing teacher teams logistically within the same vicinity to promote collegiality, collaboration, and an overall environment of safety, support, and respect for one another.
- Offering Professional Development on our Staff PD days that meets the needs requested by staff via surveys/and or teacher feedback during PLCs.
- Listening to teachers regarding their professional goals and differentiated professional development on multi-levels and interests to meet the needs of the various experience and expertise of staff members.
- The UFT Teacher Center is made available for teachers and is equipped with computers, a printer, plenty of quiet "kid-free"

workspace, and a rich library of professional resources. Furthermore, our Teacher Center Staff Developer, Jessica Susca, is available to assist teachers in planning lessons, modeling lessons and assisting teachers with materials and resources.

- There are many professional development opportunities that are available for professional growth through our network, as well as, through the various outside organizations we have become affiliated with (due to newly adopted programs in our building) over the past two years including *Teachers College Reading and Writing Project* and NEST.

Service and program coordination

- Dedicated time for teacher team meetings has been secured through the school based option process. Teacher Teams meet at least one time per week for one hour. In addition, all ELA and Math teachers have an additional one period of common planning time.

Budget and resources alignment

- Tax Levy funding is our only funding source. Assistant Principals, Coaches, and Lead Teachers are coordinating this effort. All staff is focusing on the six components of the Danielson Framework outlined above.

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

- By June 2012, fully implement professional learning communities by grade level and subject area. These “teacher teams” will meet one time per week with a focus on:
 - g. Looking at student work to identify gaps in understanding and creating plans to address the gaps.
 - h. Creating unit plans, aligned to the common core, using the Universal Design For learning.
 - i. Studying the Danielson Components outlined above.
 - j. Creating performance tasks outlined above.
 - k. Developing common assessments to be administered quarterly in each discipline.

Comprehensive needs assessment

- As a response to Citywide Instruction Expectations, and the Common Core Learning Standards, teachers will be working in their “teacher teams” during PLC time to examine student work resulting from common-core aligned tasks. After noting trends and areas for refinement in teacher practice and planning, teachers will share lessons and successful strategies across the content areas. Looking closely at student work will support teachers in understanding the steps needed to reach the level of performance that the Common Core demands and help to create systemic “best practice” strategies in all classrooms.
- This work has grown out of the needs assessed collectively by the city through the last several years of in depth inquiry work, and as a result of inconsistent growth on our ELA exam. In addition, we have been identified as a SINY school, as our students with disabilities did not make AYP in ELA.

Instructional strategies/activities

- We will implement the following instructional strategies and activities to achieve this goal:
 - a) The Core Inquiry Team in the school piloted the “**tuning protocol**” and is using it to study student work in all disciplines. The protocol has been turn-keyed to the other departments during **weekly PLC time and professional development days. (October-June)**.
 - Step 1: Presenting teacher describes the task to the team
 - Step 2: Participants review the task and student work
 - Step 3: Participants describe the working give “warm” and “cool” (negative and positive) feedback.
 - Step 4: Participants speculate about student's thinking and make suggestions regarding strategies to presenter.
 - b) Each department has chosen student work to represent a range in work level to study and identify common trends and the

implications for classroom instruction. Teachers will have conversations around what this work reveals about the gaps in current students thinking.

- c) Teacher teams across the content will meet on a monthly basis to collaborate on curriculum and look at student work together as a team, plan groups to differentiated instruction, and set goals.
- d) Teacher teams will examine the relevant Common Core standards to espouse upon what the standards require students to know and be able to do, how the demands change from grade to grade, and what the implications for classroom instruction are.
- e) Teachers reviewed “The Well Developed Classroom”, written by Rhonda Bondie, as a way to connect the school-level practices detailed in the Quality Review rubric to their classroom practice.
- f) Our school Library/Media Center will support the efforts of this goal, with the assistance of our Media Specialist, Mary Tomes, to access electronic documents using the computer lab, facilitate professional development with teachers regarding our school’s website on e-chalk (IS 75.org), assist students and teachers in research both digitally and textually through our book lending system, support teachers and students regarding digital/electronic needs in the classroom regarding the standards and rigor outlined in the CCLS.

Strategies to increase parental involvement

- Inform families via our school’s website IS75.org, and our monthly newsletter, of the new Common Core Learning Standards and the plan the school has implemented to meet the needs of all students.
- Families will be invited to a Curriculum Night in September where they will become familiar with the Common Core Learning Standards and what it says about what students should know and be able to do in English Language Arts by the end of their current grade, to better understand the intensified rigor of teacher classroom instruction and focus on non-fiction reading and writing.
- By spring 2012, samples of newly developed common-core aligned tasks will be made available for parents and samples of exemplary student work on the Common Core-aligned tasks will be shared via a parent Literacy Night and our school website.
- By spring 2012, our annual “Literacy Night” will take place and parents/students will be invited to an informational night where they will be able to rotate to different workshops focusing on the areas in focus for this year including: Common Core Learning Standards and how it is effecting the 2012 ELA test; the implications for instruction that parents will see as evidenced by their child’s work and the rationale behind it; a sample performance task and a look at what a unit in ELA looks like now.
- By late spring-summer 2012, parent leadership will be made aware of curriculum development for the following school year and of any changing expectations for 2012-2013.
- Parents are invited to attend the Science Fair in the spring.
- Our PTA holds monthly meetings to communicate with parents what is going on in the school and engage families in the school community.
- Monthly meetings are held for our NEST parents to provide them with an opportunity to speak directly with teachers regarding curriculum.
- We use the “School Messenger” system to communicate with parents on important school information.

- Parents are strongly and regularly encouraged to set up a Parent Access Account on our school website, through which they can easily view their child’s homework, assignments, test/quiz dates, etc., on any given day; email their child’s teachers; download memos, permission slips, required school forms; and access important resources that foster their critical role in their children’s academic, social, emotional, and even physical progress.

Strategies for attracting Highly Qualified Teachers (HQT)

- Through the adoption and implementation of the *Teachers College Reading and Writing Project Curriculum*, we have been able to afford our teachers with the unique opportunity to attend Teachers College at Columbia University for their Professional Development Calendar Days that focus on the units of study being taught and all of the latest research in literacy. We also have a Teachers College Staff Developer assigned to our school to support us in teaching the curriculum.
- We attract Highly Qualified Teachers by maintaining our stellar reputation of nurturing teacher development through a mentoring program in-house, in addition to the mandated mentoring new teachers get. We assign a “teacher-buddy” to our new teachers within their content area, and support more experienced teachers through intervisitation and regular meetings with the Assistant Principal to discuss teacher effectiveness.
- Engaging teachers in a professional development program, through Professional Learning Communities and teacher study groups, that focuses on the most current mandates and initiatives required by the city to ensure that all teachers have an awareness of the changes and begin implementation.
- Designing teacher teams logistically within the same vicinity to promote collegiality, collaboration, and an overall environment of safety, support, and respect for one another.
- Offering Professional Development on our Staff PD days that meets the needs requested by staff via surveys/and or teacher feedback during PLCs.
- Listening to teachers regarding their professional goals and differentiated professional development on multi-levels and interests to meet the needs of the various experience and expertise of staff members.
- The UFT Teacher Center is made available for teachers and is equipped with computers, a printer, plenty of quiet “kid-free” workspace, and a rich library of professional resources. Furthermore, our Teacher Center Staff Developer, Jessica Susca, is available to assist teachers in planning lessons, modeling lessons and assisting teachers with materials and resources.
- There are many professional development opportunities that are available for professional growth through our network, as well as, through the various outside organizations we have become affiliated with (due to newly adopted programs in our building) over the past two years including *Teachers College Reading and Writing Project* and NEST.

Service and program coordination

- Dedicated time for teacher team meetings has been secured through the school based option process. Teacher Teams meet at least one time per week for one hour. In addition, all ELA and Math teachers have an additional one period of common planning time.

Budget and resources alignment

- Tax Levy funding is our only funding source. Assistant Principals, Coaches, and Lead Teachers are coordinating this effort. All staff is focusing on the six components of the Danielson Framework outlined above.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	179	101	N/A	N/A	72	37	31	27
7	169	94	N/A	N/A	64	45	36	26
8	188	78	N/A	N/A	87	43	29	34

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	ICT classes on each grade level, Resource Room (push-in once a week/separate location resource room once a week), Special Education Self-Contained 12:1 classes on each grade level, NEST Program (special program for students on the Autistic Spectrum specifically diagnosed with <i>Aspergers</i>), D75 program. Select students receive one-to-one tutoring in Wilson and Great Leaps. Reading extension classes exist on each grade. A special ten week after school test prep class was offered for Level 1 and low Level 2 students. This year a Saturday morning (Beacon Program) intervention program was also available at Tottenville High School, as well as one day after school for 1-1 hr. 30 min./small group instruction; <i>A Guided Reading Lending Library</i> has been implemented for teachers to borrow differentiated non-fiction text sets to use with struggling readers to raise their reading levels. Performance Series is used to benchmark students and target areas of concern and gaps in comprehension.
Mathematics	ICT classes on each grade level, Resource Room (push-in once a week/separate location resource room once a week), Special Education Self-Contained 12:1 classes on each grade level, NEST Program (special program for students on the Autistic Spectrum specifically diagnosed with <i>Aspergers</i>), D75 program. Lunch time peer tutoring; after school ten-week test prep series in addition to 37.5 minutes small group instruction for Level 1 and low Level 2 students; Saturday Beacon Program for struggling students, as well as one day after school for 1-1 hr. 30 min./small group instruction; AIS during the school day; Performance Series is used to benchmark students and target areas of concern and gaps in comprehension.
Science	ICT classes on each grade level, Resource Room (push-in once a week/separate location resource room once a week), Special Education Self-Contained 12:1 classes on each grade level, NEST Program (special program for students on the Autistic Spectrum specifically diagnosed with <i>Aspergers</i>), D75 program. <i>A Guided Reading Lending Library</i>

	has been implemented for teachers to borrow differentiated non-fiction text sets to use with struggling readers to raise their reading levels Extended Day; AIS in School; Urban Advantage; PPT team sessions
Social Studies	ICT classes on each grade level, Resource Room (push-in once a week/separate location resource room once a week), Special Education Self-Contained 12:1 classes on each grade level, NEST Program (special program for students on the Autistic Spectrum specifically diagnosed with <i>Aspergers</i>), D75 program; A <i>Guided Reading Lending Library</i> has been implemented for teachers to borrow differentiated non-fiction text sets to use with struggling readers to raise their reading levels Extended Day; AIS in School; PPT team sessions
At-risk Services provided by the Guidance Counselor	Small group guidance session; 1 to 1 counseling as needed. Cohesion Assemblies; PPT team sessions; parental contact
At-risk Services provided by the School Psychologist	Small group guidance sessions; 1 to 1 counseling as needed; Testing and parental contact; PPT team sessions
At-risk Services provided by the Social Worker	Small group guidance sessions; 1 to 1 counseling as needed; DARE program; PPT team sessions; peer mediation; parental contact
At-risk Health-related Services	Adaptive Physical Education program for limited mobility students; occupational therapy, physical therapy, nursing, vision services, hearing services.

DOES NOT APPLY

DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING THE PARENT INVOLVEMENT POLICY (PIP)

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents.

The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

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

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

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

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;

- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

- always try my best to learn.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 31R075 **School Name:** Paulo Intermediate School

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

Paulo Intermediate School has been identified as a school in need of improvement as we did not meet AYP for students with disabilities in the area of English Language Arts. Specifically, the majority of our students with disabilities are identified as "learning disabled" and many of these students are significantly below grade level. This means that even when significant progress is made (as measured by performance series assessments and the ELA exam), it is often not enough to make AYP. To further this point, Paulo Intermediate School students in self-contained and ICT settings scored in the top 20% of students in the same programs citywide. Paulo Students in a SETSS program are in the top 40% citywide. These scores earned Paulo "extra credit" on the school's progress report under the heading "Closing the Achievement Gap."

With that said, our school has embarked on a mission to increase students' exposure to fiction and non-fiction texts and to teach explicit strategies for reading comprehension in all content areas. We have adopted the Teachers' College Reading and Writing Program, significantly increased the volume of student reading and writing and our literacy coach is working directly with our social studies department to help teachers strategize to incorporate reading skills while delivering social studies content through complex non-fiction texts.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.
 - a. Teachers' College Reading and Writing Project
 - b. Wilson Reading during extended day for identified students
 - c. Extended day program for students reading at levels 1 and 2
 - d. Increased volume of reading and writing by focusing on creating a literacy based social studies program.
 - e. Use performance series data to benchmark and analyze student growth in reading.
 - f. Use Teachers' College Writing continuum to benchmark and analyze student growth in writing.
-

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Jose Ruiz	District 31	Borough Staten Island	School Number 075
School Name Frank D. Paulo Intermediate			

B. Language Allocation Policy Team Composition [?](#)

Principal Mark Cannizzaro	Assistant Principal Donna Bonanno
Coach type here	Coach type here
ESL Teacher Kate Gioia	Guidance Counselor Lauren Castellan
Teacher/Subject Area Jeannine Valenti / Science	Parent type here
Teacher/Subject Area type here	Parent Coordinator Linda Taccetta
Related Service Provider type here	Other type here
Network Leader Richard Gallo	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	2	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	4
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	1343	Total Number of ELLs	13	ELLs as share of total student population (%)	0.97%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

aste response to questions 1-6 here

The initial identification of those students who may possibly be ELLs occurs as follows:

When parents first enroll their child in our school, our pupil accounting secretary administers the Home Language Identification Survey (HLIS). Our ESL teacher is notified about this new admit and meets with the parents to make an initial determination of the child's home language. Once our ESL teacher collects the HLIS from the parents and determines that a language other than English is spoken in the child's home, the child is administered the Language Assessment Battery-Revised (LAB-R) to establish the English proficiency level. Students who score below proficiency on the LAB-R become eligible for state-mandated services for ELLs. In the spring, each ELL is administered the NYSESLAT to determine English proficiency. This test determines whether or not the student continues to be eligible for ELL services.

To ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL) our ESL teacher provides on-going Parent Orientation for those parents whose children are eligible for ELL services. Our school uses translated materials (brochures, DVDs) provided by the Office of ELLs and the services offered by the Translation and Interpretation unit, including document translation and interpretation services, as needed. We are also prepared to inform the parents in a number of ways, including one-on-one meetings, phone conversations, and through informational packets. Our school ensures that entitlement letters are distributed to the parents of our ELLs by sending them home with the students in their native language. All Parent Surveys and Program Selection forms are returned immediately at the conclusion of our Parent Orientations. After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choices that our parents have continuously requested has always been to select Freestanding ESL. If a parent requests that his/her child be placed into a bilingual program, our ESL teacher informs the parent that currently we do not have 15 same language students needed for a bilingual program. However, copies of the Parent Selection forms will be kept in an ELL Compliance Binder and once fifteen same language students have requested a bilingual program, we will contact the parents to inform them that a bilingual class can be formed. Kate Gioia and Jeanine Valenti, ESL teachers administer the HLIS.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In							12		9					21
Total	0	0	0	0	0	0	12	0	9	0	0	0	0	21

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	13	Newcomers (ELLs receiving service 0-3 years)	2	Special Education	9
SIFE	1	ELLs receiving service 4-6 years	1	Long-Term (completed 6 years)	

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 special education. [?](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	7	1	4	6		5				13
Total	7	1	4	6	0	5	0	0	0	13

Number of ELLs in a TBE program who are in alternate placement:

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
Spanish														0
Chinese														0
Russian														0

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
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	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	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							1							1
Chinese							1							1
Russian							1		1					2
Bengali														0
Urdu														0
Arabic							4	1						5
Haitian														0
French							1							1
Korean														0
Punjabi														0
Polish														0
Albanian									1					1
Other							2							2
TOTAL	0	0	0	0	0	0	10	1	2	0	0	0	0	13

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. 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?

A. Programming and Scheduling Information

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-7 here

Given the relatively small number of ELL students and the different native language backgrounds, the current instructional program at I.S.75 reflects the Parent Survey Selection form and is two-fold. All ELL students receive instruction in English by content area teachers who have received training in ESL methodology, strategies and techniques either through college courses or by SSO/District personnel. In addition, we have a pull-out model and a push-in (Co-Teaching) model (which was chosen by all of our parents in the Parent Survey and Program Selection form) with instruction provided by two ESL teachers who possess permanent NY State certification in Teaching English to Speakers of Other Languages (TESOL). The licensed teachers pull ELLs out of various non-academic classes for 360 minutes a week for Beginner/intermediate proficiency levels and 180 minutes for Advanced, as determined by the LAB-R and the NYSESLAT scores. The ESL teachers also push-in to several academic classes, i.e. communication arts, social studies, and math and work collaboratively with the academic teachers to make the content comprehensible to enrich language development. The content areas are delivered in English. To ensure that ELLs are appropriately evaluated in their native language, school personnel, who speak the students' native language, are used as translators.

Our ELL students are programmed heterogeneously (mixed proficiency and grade levels). The licensed TESOL teacher pulls out small ELL groups (2 to 4 students) on a daily basis for one or more periods (40 minutes per period) according to the mandated time needed for the student's proficiency level. The ESL teacher makes every effort to pull students out of non-academic classes. If more time is needed, the student is pulled out for one period during science, social studies or mathematics. The ESL teacher also uses a push-in model for our SIFE student as well as some of our other ELLs to enhance the student's comprehension in that subject class.

Instruction for all ELL pull-out and push-in groups is delivered in English and enables the ESL teacher to differentiate and align instruction to the needs of individual students based on summative and formative data. The ESL teacher articulates with all the major subject area teachers on a weekly basis. In turn, subject area teachers differentiate instruction within their classes using the workshop model and scaffolding strategies such as bridging, contextualization and schema building.

Our plan for academic language development includes: providing increased professional development for content area teachers (using a workshop model) which will enable them to use more ESL instructional strategies such as use of visuals and modeling,. In addition, other instructional scaffolding techniques will be used, such as bridging, contextualization and schema building. Our instructional strategy for all ELLs in our school, from newcomers to long-term ELLs, also includes attendance in our extended day program. Here, differentiated instruction is utilized to provide access to academic content areas and assist in accelerating English language development.

Courses Taught in Languages Other than English ⓘ

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

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

Class/Content Area

Language(s) of Instruction

Class/Content Area

Language(s) of

				Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

Paste response to questions 8-17 here

Plan for Newcomers:

When a newly enrolled ELL student enters our school, the grade assistant principal, ESL teacher and parent coordinator meet with the student and parents (or other English-speaking family member) to orient them to our school and special programs, to discuss the child's program and to answer all questions. The student is placed in classes tailored to meet his/her proficiency level. The grade assistant principal and ESL teacher notify each of the child's teachers both verbally and in writing regarding the unique background and needs of the ELL student. They also receive Academic Intervention Services both during and after school, including extended day, as necessary. In addition, the parent coordinator collaborates with ESL teacher to prepare orientation materials for incoming ELLs and their parents.

Our school has one Student with Interrupted Formal Education (SIFE). We follow the same plan used for newcomers for this student.

Similarly, Long Term ELLs are placed in literacy and math blocks designed to provide them with rigorous academic subject area instruction combined with individualization and differentiated instruction. In addition, these students, as well as other Intermediate and Advanced proficiency level students who tested out, receive both school day and after school Academic Intervention Services, including extended day.

Transition Plan for Students Reaching Proficiency:

Students reaching proficiency will receive school day academic intervention through extended day and approved AIS/Study Skills classes in a small group setting, focusing on assessed needs for additional instruction. These students will also be offered participation in our Academic Intervention Services after-school.

Plan for Alternative Placement in Special Education:

The IEP will be examined. Special Education services as well as ELL instructional services will be provided according to the instructional plan on the IEP and in conjunction with the recommendations of the School Assessment Team and the Student Progress team. In addition, ELL students identified as having special needs receive appropriate support services such as speech, occupational therapy, counseling, hearing and physical/occupational therapy.

Instruction for all ELLs regardless of subgroup is aligned with the citywide comprehensive core curriculum in literacy and state standards. We will continue the Workshop Model and The Balanced Literacy Approach for ELA which consists of independent/paired reading, shared reading, guided reading, literacy centers, interactive read aloud, word study, writer's workshop, literature circles and teacher/student reading and writing conferences.

In addition, we will continue the following instructional strategies:

1. Small group and individualized instruction for ELL students in literacy and math blocks.
2. Continue the pull out ELL program provided by the licensed TESOL teacher which allows for differentiated instruction and greater individualization.
3. Continue the Workshop Model and the Balanced Literacy Approach for Reading which consists of: independent/paired reading, shared reading, guided reading, literacy centers, interactive read-aloud, word study, writer's workshop, literature circles and teacher/student reading and writing conferences.
4. Continue to provide Academic Intervention Services through after-school (including extended day services) which focus on assessed needs for additional instruction to improve literacy and mathematics skills.
5. Continue to align instruction for ELLs with the citywide comprehensive core curriculum in literacy and mathematics.
6. Continue to afford equal access to all school programs through translated notices and personalized attention from ESL teachers.

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
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Students reaching proficiency will receive school day academic intervention through extended day and approved AIS/Study Skills classes in a small group setting, focusing on assessed needs for additional instruction. These students will also be offered participation in our Academic Intervention Services after-school.

Plan for Alternative Placement in Special Education:

The IEP will be examined. Special Education services as well as ELL instructional services will be provided according to the instructional plan on the IEP and in conjunction with the recommendations of the School Assessment Team and the Student Progress team. In addition, ELL students identified as having special needs receive appropriate support services such as speech, occupational therapy, counseling, hearing and physical/occupational therapy.

Instruction for all ELLs regardless of subgroup is aligned with the citywide comprehensive core curriculum in literacy and state standards. We will continue the Workshop Model and The Balanced Literacy Approach for ELA which consists of independent/paired reading, shared reading, guided reading, literacy centers, interactive read aloud, word study, writer's workshop, literature circles and teacher/student reading and writing conferences.

In addition, we will continue the following instructional strategies:

1. Small group and individualized instruction for ELL students in literacy and math blocks.
2. Continue the pull out ELL program provided by the licensed TESOL teacher which allows for differentiated instruction and greater individualization.
3. Continue the Workshop Model and the Balanced Literacy Approach for Reading which consists of: independent/paired reading, shared reading, guided reading, literacy centers, interactive read-aloud, word study, writer's workshop, literature circles and teacher/student reading and writing conferences.
4. Continue to provide Academic Intervention Services through after-school (including extended day services) which focus on assessed needs for additional instruction to improve literacy and mathematics skills.
5. Continue to align instruction for ELLs with the citywide comprehensive core curriculum in literacy and mathematics.
6. Continue to afford equal access to all school programs through translated notices and personalized attention from ESL teachers.
7. In order to meet our CEP driven goal of providing professional development and support to content area teachers of ELL students, methodology which will better prepare them for working with our faculty. We will continue to devote faculty conferences, department meetings and additional PD time to explore various topics such as: Reviewing and Using

B. Programming and Scheduling Information--Continued

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Instruction for all ELLs regardless of subgroup is aligned with the citywide comprehensive core curriculum in literacy and state standards. We will continue the Workshop Model and The Balanced Literacy Approach for ELA which consists of independent/paired reading, shared reading, guided reading, literacy centers, interactive read aloud, word study, writer's workshop, literature circles and teacher/student reading and writing conferences.

In addition, we will continue the following instructional strategies:

1. Small group and individualized instruction for ELL students in literacy and math blocks.
2. Continue the pull out ELL program provided by the licensed TESOL teacher which allows for differentiated instruction and greater individualization.
3. Continue the Workshop Model and the Balanced Literacy Approach for Reading which consists of: independent/paired reading, shared reading, guided reading, literacy centers, interactive read-aloud, word study, writer's workshop, literature circles and teacher/student reading and writing conferences.
4. Continue to provide Academic Intervention Services through after-school (including extended day services) which focus on assessed needs for additional instruction to improve literacy and mathematics skills.
5. Continue to align instruction for ELLs with the citywide comprehensive core curriculum in literacy and mathematics.
6. Continue to afford equal access to all school programs through translated notices and personalized attention from ESL teachers.
7. In order to meet our CEP driven goal of providing professional development and support to content area teachers of ELL students, methodology which will better prepare them for working with our faculty. We will continue to devote faculty conferences, department meetings and additional PD time to explore various topics such as: Reviewing and Using

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

Our licensed TESOL teacher attends QTEL and CFN workshops and will provide staff development for our faculty with the assistance of our ELA supervisor. The TESOL teacher meets with the literacy and math coaches to implement Teachers College in ELA and Mathematics. In addition, our staff in each department receives training a Mondays during on Professional Learning Community on best teaching practices that supports our ELL population. Moreover, our staff receives professional development on Election Day, November 8, 2011 and Anniversary Day, June 7, 2012. The training for our staff includes differentiating instruction to modify curriculum for ELL students and different strategies that will support teachers as they work with our ELL population. Students who transition from elementary to middle school receive the support from our guidance counselors, ELL teachers, and other support staff. During this time, our school support staff meet with students to discuss difficulties they might be having as they begin the school year. Our school staff completes an agenda and sign in sheet for all meetings.

E. Parental Involvement

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

With the help of our parent coordinator, ESL and Foreign Language Teachers, we conduct outreach in their native language to parents of ELL students. Several meetings are held (September, November, and January) to orient parents to the various programs offered in our school and to provide suggestions for helping their child at home. Our parent coordinator makes every effort to find someone who speaks the child's home language in order to explain everything and answer all questions. A video and parent letters in their native language are given at the parent orientation. In addition, parents receive monthly PTA newsletters. Free books and materials are given away to students to encourage literacy at home. Given the very small number of ELL students in our school, the parent coordinator and the ESL teacher are able to meet with ELL parents individually, evaluate their needs and address their problems and concerns. We provide translation services for parents (P/TY conferences) as well as translated notices and materials through the NYC Department of Education translation/Interpretation Unit. We evaluate the needs of parents by having an orientation with them in the beginning of the year. Through our September orientation meeting we evaluate and address the needs of parents. By having an orientation in the beginning of the school year, we are able to address any concerns parents might have for the upcoming school year.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)							4		1					5
Advanced (A)							6	1	1					8
Total	0	0	0	0	0	0	10	1	2	0	0	0	0	13

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
6	2		4		3		1		10
7			1						1

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school’s instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

During the school year we use performance series to assess our students for reading comprehension. In addition, after each unit of study students take an acuity post assessment. The data shows that our ELL students are reading either at grade level or below grade level and need additional support in reading comprehension. This data has helped our school by differentiating instruction in our Communication Arts classes. Students are reading books that are leveled and teachers are supporting these students by conducting guided reading lessons on a daily basis. According to our NYSESLAT results, most of our students are at advanced levels in proficiency. These are the students who are currently reading at grade level. Instructional decisions are based on individual student need as shown through our data. Teachers use the data to modify their curriculum by differentiating their units based on the needs in their class. Our LAB-R results indicate that students are currently performing at an intermediate and advanced level of proficiency. Staff members who currently have ELL students in their classes are provided with data on how students are progressing from their ELL teachers and through formal and informal data. Our ESL teachers use various websites such as a4esl.org.com to use students native language as a resource. At IS75 we evaluate student success through the NYSESLAT and other formal assessments (NYS ELA and NYS Math Test). As we analyze our programs, we notice that our ELL students are performing at grade level. In addition, as our ELL students take assessments in English their results put them academically with other English speaking students in their classes.

Additional Information

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

Paste additional information here

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
8									0
NYSAA Bilingual Spe Ed									0

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

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

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: Paulo Intermediate School 75		School DBN: <u>31R075</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mark Cannizzaro	Principal		12/1/11
Donna Bonanno	Assistant Principal		12/1/11
Linda Taccetta	Parent Coordinator		12/1/11
Kate Gioia	ESL Teacher		12/1/11
	Parent		1/1/01
Jeanine Valenti	Teacher/Subject Area		12/1/11
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Lauren Castellan	Guidance Counselor		12/1/11
Richard Gallo	Network Leader		12/1/11
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 31R075 **School Name:** Paulo Intermediate School

Cluster: 6 **Network:** 604

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

Part A: Needs Assessment Findings

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

When parents first enroll their child in our school, our pupil accounting secretary administers the Home Language Identification Survey (HLIS). Our ESL teacher is notified about this new admit and meets with the parents to make an initial determination of the child's home language. Once our ESL teacher collects the HLIS from the parents and determines that a language other than English is spoken in the child's home, the child is administered the Language Assessment Battery-Revised (LAB-R) to establish the English proficiency level. Students who score below proficiency on the LAB-R become eligible for state-mandated services for ELLs. In the spring, each ELL is administered the NYSESLAT to determine English proficiency. This test determines whether or not the student continues to be eligible for ELL services.

To ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL) our ESL teacher provides on-going Parent Orientations for those parents whose children are eligible for ELL services. Our school uses translated materials (brochures, DVDs) provided by the Office of ELLs and the services offered by the Translation and Interpretation Unit, including document translation and interpretation services, as needed. We are also prepared to inform the parents in a number of ways, including one-on-one meetings, phone conversations, and through informational packets. Our school ensures that entitlement letters are distributed to the parents of our ELLs by sending them home with the students in their native language. All Parent Surveys and Program Selection forms are returned immediately at the conclusion of our Parent Orientations. After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choices that our parents have continuously requested has always been to select Freestanding ESL. If a parent requests that his/her child be placed into a bilingual program, our ESL teacher informs the parent that currently we do not have 15 same language students needed for a bilingual program. However, copies of the Parent Selection Forms will be kept in an ELL Compliance Binder and once fifteen same language students have requested a bilingual program, we will contact the parents to inform them that a bilingual class can be formed.

It appears that based on a preliminary survey of our students and their parents, our school will need written and oral translation services

for the following languages: Arabic, Albanian, and Russian. The findings were reported to the school community through PTA meetings and a PTA newsletter.

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

Our total ELL population consists of 13 students. Of these, 4 are receiving mandated ESL services and 9 are X coded. Our largest number of ELLs is 3 students in grade 6 (two Arabic, and one Russian). There is one Albanian ELL student in grade 8. These students come from diverse backgrounds and speak a variety of languages. The total number of languages spoken is 3.

Given the relatively small number of ELL students and the different native language backgrounds, the current instructional program at I.S. 75 reflects the Parent Survey Selection form and is two-fold. All ELL students receive instruction in English by content area teachers who have received training in ESL methodology, strategies and techniques either through college courses or by SSO/District personnel. In addition, we have a pull-out model which was chosen by all of our parents in the Parent Survey and Program Selection Form with instruction provided by a teacher who possesses permanent NY State certification in Teaching English to Speakers of Other Languages (TESOL). The licensed teacher pulls ELLs out of various non-academic classes for 360 minutes a week for Beginner/Intermediate proficiency levels and 180 minutes for Advanced, as determined by the LAB-R and the NYSESLAT scores. In addition, our ESL teachers push in to classrooms.

With the help of our parent coordinator, ESL and Foreign Language teachers, we conduct outreach in their native language to parents of ELL students. Several meetings are held (September, November, and January) to orient parents to the various programs offered in our school and to provide suggestions for helping their child at home. Our parent coordinator makes every effort to find someone who speaks the child's home language in order to explain everything and answer all questions. A video and parent letters in their native language are given at the parent orientation. In addition, parents receive monthly PTA newsletters. Free books and materials are given away to students to encourage literacy at home.

Part B: Strategies and Activities

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

To ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL) our ESL teacher provides on-going Parent Orientations for those parents whose children are eligible for ELL services. Our school uses translated materials (brochures, DVDs) provided by the Office of ELLs and the services offered by the Translation and Interpretation Unit, including document translation and interpretation services, as needed. We are also prepared to inform the parents in a number of ways, including one-on-one meetings, phone conversations, and through informational packets. Our school ensures that entitlement letters are distributed to the parents of our ELLs by sending them home with the students in their native language. All Parent Surveys and Program Selection forms are returned immediately at the conclusion of our Parent Orientations. After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choices that our parents have continuously requested has always been to select Freestanding ESL. If a parent requests that his/her child be placed into a bilingual program, our ESL teacher informs the parent that currently we do not have 15 same language students needed for a bilingual program. However, copies of the Parent Selection Forms will be kept in an ELL Compliance Binder and once fifteen same language students have requested a bilingual program, we will contact the parents to inform them that a bilingual class can be formed. In addition, we offer translation services in-house by school staff.

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

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

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