



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: PAULO INTERMEDIATE SCHOOL 75

DBN (i.e. 01M001): 31R075

Principal: KENNETH ZAPATA

Principal Email: KZAPATA@SCHOOLS.NYC.GOV

Superintendent: JESSICA JENKINS

Network Leader: RICHARD GALLO

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Kenneth Zapata	*Principal or Designee	
William Gilmartin	*UFT Chapter Leader or Designee	
Ellen Ebrahim	*PA/PTA President or Designated Co-President	
Jayne Economos	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	
Robert Meraglia	Member/ Chairperson	
Rose Crowley	Member/ Staff	
Mary Jean Childs	Member/ Financial Liaison	
Dianne Antonino	Member/ Staff	
Tara Muscio	Member/ Parent	
Marie Stackhouse	Member/ Parent Communications Liaison	
Donna Eden	Member/ Parent Recording Secretary	
Adrienne LaGressa	Member/ Parent	
Michele Baialardo	Member/ Parent	
Pam Curcio	Member/ Parent	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, the instructional focus of the school, differentiated instruction to increase and support academic rigor, will create an opportunity for more coherence among the individual departments, school leaders and teachers. The school's instructional focus will allow for teachers to better meet the needs of all students by providing access to advance coursework, tiered interventions, special education services, with minimal amount of restrictions, supports for ESL students, and time allocated for teachers to work collaboratively in teams. The implementation of this goal will result in a 7% gain of students performing at level 3 or 4 on the NYS English Language Arts Exam and 7% gain on the NYS Mathematics Exam.

Comprehensive Needs Assessment

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

- As a response to Citywide Instruction Expectations 2014, the Common Core Learning Standards, and the Quality Review Rubric, educators and supervisors are expected to prepare to meet higher standards, to implement rigorous instruction to meet those higher standards and to review the evidence of meeting higher standards. This needs to be an ongoing cycle throughout the course of the year as new units of instruction must be prepared, implemented and reflected on to ensure that all students were simultaneously challenged and supported. Teachers will be working in their PLC time to examine units of study and student work resulting from common-core aligned tasks and assessments. After noting trends and areas for refinement in teacher practice and planning, teachers will share lessons and successful strategies across the content areas to both support struggling learners and provide enrichment to those who excel. 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 are seeking to respond to the decrease in level 3 or 4 NYS ELA and Math exam scores from 2012 to 2013.
 - Math 2012 level 3 or 4: 81.4%
 - Math 2013 level 3 or 4: 47.5% (decrease of 33.9%)
 - ELA 2012 level 3 or 4: 61.4%
 - ELA 2013 level 3 or 4: 42.2% (decrease of 19.2%)

Instructional Strategies/Activities

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

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

1. The Core Instructional Team in the school has been meeting to collectively create a lesson plan template that pinpoints the expectations of the Danielson Framework. This lesson plan template will serve as a resource for teachers of all subject areas to best meet the needs of all students.
2. The Instructional Team will take the next steps provided from the Quality Review and develop a plan of action for all staff members across content areas to take to improve their instruction to better meet the needs of all students.
3. Using the data gathered from Performance Series, Performance Tasks, and Prosper Assessments, teachers will study successes and failures of the data to determine a plan of action to better support struggling learners and develop enrichment activities for students who excel. Weekly PLC time and professional development days are being used to address the concerns of the findings. Teachers are also afforded the opportunity to have conversations around what this work reveals about the gaps in current students thinking and what the instructional next steps should be.
4. 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.
5. 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.
6. 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.

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

1. Personnel: Instructional Team members. Resources: Sample lesson plan templates; Danielson Framework.

2. Personnel: Instructional Team members, Teachers, Supervisors. Resources: Feedback from Quality Review.
3. Personnel: Teachers. Resources: Data from various assessments and Performance Tasks.
4. Personnel: Teachers. Resources: Curriculum from each content area.
5. Personnel: Teachers. Resources: Common Core Learning Standards.
6. Personnel: Media Specialist. Resources: Library/Media Center, equipped digital and text resources.

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

1. Instructional Team members will elicit feedback from their individual departments regarding the lesson plan template itself, the ease of use, and how many people are using the template to plan their lessons. If feedback is negative, Instructional Team members will revisit and make improvements.
2. Supervisors will review the action plan based on the instructional next steps from the Quality Review and provide feedback. Supervisors will then observe instructional next steps in classrooms and provide feedback to teachers. Teachers will observe assessment and performance task results to see if action plan was effective.
3. Teachers will discuss whether the implemented instructional next steps based on the gaps in understanding from various assessment data analysis helped to improve student comprehension and encourage enrichment for students who excel.
4. Cross content teachers will take time during their monthly meeting to discuss whether the differentiated instruction that was implemented was effective and whether the goals were met.
5. Teacher teams will apply the instructional strategies discussed and developed in their team meetings and have future discussions on whether students of all ability levels were able to meet and/or exceed the demands of the standards.
6. Media Specialist will monitor both student and faculty use of resources and provide support for any/all individuals when necessary.

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

1. September-December; periodic request of feedback from colleagues.
2. December-June (post QR), ongoing.
3. September-June, ongoing.
4. September-June, monthly.
5. September-June, ongoing.
6. September-June, ongoing.

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

1. Instructional Team and/or PLC/common planning meetings
2. Instructional Team and/or PLC/common planning meetings
3. Monday and Thursday PLC, common planning periods.
4. Thursday PLC meeting.
5. Monday and Thursday PLC, common planning periods.
6. Library Media Center; trends in web traffic and book-lending system.

Strategies to Increase Parental Involvement

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

- 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 be informed about the Common Core Learning Standards, outlining and explaining what students should know by the end of their current grade. Parents will also be made aware of the intensified academic rigor of teachers' classroom instruction to better meet the standards put forth.
- By spring 2014, samples of the common-core aligned performance task and samples of exemplary student work on the Common Core-aligned tasks will be made available for parents to review during a parent Literacy Night and via our school website.
- By late spring-summer 2014, parent leadership will be made aware of curriculum development for the following school year and of any changing expectations for 2014-2015.
- 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.
- The "School Messenger" system is used to communicate with parents on important school information.

- By February, 2014, Skedula system will be implemented, allowing parents to access their child classroom data (i.e. exam scores and missing homework) as their child's teacher continuously updates the information.

Budget and Resource Alignment

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

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						
<ul style="list-style-type: none"> • TL Citywide Instructional Expectations funding will be used for teacher team meetings and professional development, both in and out of the building. • TL FSF and TL ASD will fund assistant principals, coaches and lead teachers who will coordinate this effort. 						

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2014, teacher development will focus on all grades and content areas, planning and teaching lessons/units that integrate the literacy and math Common Core instructional shifts where applicable. Teachers will be responsible for students' content knowledge while at the same time sharing responsibility for students' literacy skills. Teachers will identify authentic opportunities for reading, writing, speaking, and listening in the content areas. The implementation of this goal will result in a 7% gain of students performing at level 3 or 4 on the NYS English Language Arts Exam and 7% gain on the NYS Mathematics Exam.

Comprehensive Needs Assessment

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

- As a response to the Citywide Instructional Expectations 2014, the Common Core instructional shifts, and the Quality Review Rubric, teachers across content areas will continue their work in aligning the curriculum maps, teaching points and performance tasks to the CCLS with greater emphasis on the integration of the literacy and math. According to the Citywide Instructional Expectations, "Teachers are responsible for students' content knowledge while at the same time sharing responsibility for students' literacy skills. [Teachers will] Identify authentic opportunities for reading, writing, speaking, and listening in service of meeting the content standards of the discipline." This goal has grown out of a need to engage content area teachers in this instructional shifts and support ELA and Math teachers in the same effort, as we prepare students to take the ELA and Math exams that is becoming increasingly richer in literacy based 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. The incorporation of literacy and math skills across content areas will promote both rigor and access for all individual students.
- This work has grown out of an effort to respond to the decrease in level 3 or 4 NYS ELA and Math exam scores from 2012 to 2013.
 - Math 2012 level 3 or 4: 81.4%
 - Math 2013 level 3 or 4: 47.5% (decrease of 33.9%)
 - ELA 2012 level 3 or 4: 61.4%
 - ELA 2013 level 3 or 4: 42.2% (decrease of 19.2%)

Instructional Strategies/Activities

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

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

1. Teachers across all subject areas have been and are continuing to receive professional development on the CCLS to allow them to incorporate the instructional shifts into planning and implementation of units 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.*
2. Teachers across all subject areas have been working during their PLC time to emphasize literacy experiences in their planning and instruction and to revise their current units by analyzing student work to adjust teaching practice and instructional planning. 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.
3. Science, Social Studies and English teachers have been collaboratively working with our staff developer from Teacher's College (TC) to implement Performance Tasks that will meet the Common Core literacy standard in reading and writing with multiple entry points.
4. Science, Social Studies and English teachers are participating 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, close reading and guided reading to raise the level of comprehension in their students.

5. 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 upgrade and revise assessments as well as instruction.
6. Social Studies teachers are continuing to collaborate with ELA teachers on the TC non-fiction unit, engaging in cycles of inquiry and looking at samples of student work to make adjustments to curriculum and instruction.
7. Science teachers coordinate with math teachers on how best to incorporate math skills during applicable lessons.
8. Teachers across subject areas have been collaboratively working with a staff developer from the Middle School Quality Initiative (MSQI) to incorporate "reciprocal teaching" where students become the teacher in small groups and to provide enrichment through channels such as close reading passages that allow for an extension of lessons.
9. Historically, Social Studies and Science textbooks have been written on a level two times higher than a student's current grade level. Content area reading strategies have been studied 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. Some Science and Social Studies teachers are also participating in finding appropriate authentic texts that can be used for close reading lessons and activities.
10. Quarterly assessments and benchmark assessments such as Performance Series and the Writing Continuum used in ELA are being used to judge success of the implementation of the strategies previously mentioned. Performance Tasks for all subject areas are also being used to judge success of the implementation of the strategies previously mentioned.
11. Teachers are continuing to use the *Guided Reading Lending Library* that 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.
12. 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.

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

1. Personnel: Teachers and Supervisors. Resources: CCLS documents
2. Personnel: Teachers. Resources: CCLS documents
3. Personnel: Teachers and Supervisors. Resources: Current units and domain-specific texts
4. Personnel: Teachers, Supervisors, and TC Staff Developer. Resources: current units and CCLS documents
5. Personnel: Teachers. Resources: current quarterly assessments and Webb's DOK
6. Personnel: Teachers. Resources: TC non-fiction unit and samples of student work
7. Personnel: Teachers. Resources: Math and Science CCLS documents
8. Personnel: Teachers, Supervisors, and MSQI Staff Developer. Resources: feedback from MSQI staff developer
9. Personnel: Teachers and Supervisors. Resources: authentic texts; Science and Social Studies textbooks
10. Personnel: Teachers. Resources: various assessments and Performance Tasks
11. Personnel: Teachers and Supervisors. Resources: *Guided Reading Lending Library*
12. Personnel: Media Specialist. Resources: Library/Media Center, equipped digital and text resources.

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

1. During PLCs, teachers will discuss effective use of strategies incorporated in their planning and implementation of units. During observations, Supervisors will look to see if instructional shifts are evident in the lesson.
2. During PLCs, teachers will evaluate whether the literacy experiences implemented and the domain-specific texts used were effective in simultaneously teaching the content will incorporating literacy skills. Teachers will also use assessment results to evaluate the effectiveness.
3. Teachers will discuss the results of the implemented Performance Tasks and determine if whether the multiple entry points were appropriate for the both challenging and supporting students of all levels.
4. Teachers will discuss the successes and failures of implementing the various reading comprehension strategies during their PLCs and will make changes accordingly.
5. Social Studies teachers will analyze assessment results to determine if the level of difficulty was appropriate.
6. Social Studies and ELA teachers will collaboratively look at samples of student work and will adjust the curriculum and instruction according to their findings.
7. Math and Science teachers will analyze results of in-class assessments. Math teachers can provide feedback to the Science teachers on the different approaches they can take to ensure enduring understanding.
8. The MSQI staff developer will observe and model lesson a lesson. After the model lesson is delivered, the MSQI staff developer will continue to observe teachers and provide feedback on how to adjust the instruction to improve the reciprocal teaching taking place and to provide opportunities for enrichment. Supervisors will also observe and provide feedback on the effectiveness of the instruction.

9. During PLCs, Science and Social Studies teachers will reflect on the authentic texts for close reading and provide feedback on the appropriateness of the text.
10. During PLCs (and common planning periods for ELA), teachers will analyze student data from assessments and Performance Tasks to evaluate whether implemented strategies were effective in improving literacy comprehension.
11. After teachers use the non-fiction texts, they will reflect on how well they supported struggling learners by observing their reading levels.
12. Media Specialist will monitor both student and faculty use of resources and provide support for any/all individuals when necessary.

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

1. September-June, ongoing.
2. September-June, ongoing.
3. September-June, periodically.
4. September-June, periodically.
5. September-June, ongoing.
6. September-June, monthly.
7. September-June, monthly.
8. September-June, periodically.
9. September-June, ongoing.
10. September-June, ongoing.
11. September-June, ongoing.
12. September-June, ongoing.

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

1. Monday and Thursday PLCs; ELA and Math common planning periods.
2. Monday and Thursday PLCs
3. TC PD opportunities; TC staff developer
4. TC PD opportunities; TC staff developer
5. Monday and Thursday PLCs
6. Monthly Thursday cross-content PLC and informally
7. Monthly Thursday cross-content PLC and informally
8. MSQI; MSQI staff developer
9. Monday and Thursday PLCs
10. Monday and Thursday PLCs; ELA common planning periods.
11. *Guided Reading Lending Library*
12. Library Media Center; trends in web traffic and book-lending system.

Strategies to Increase Parental Involvement

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

- 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 be informed about the Common Core Learning Standards in all major subject areas, outlining and explaining what students should know by the end of their current grade. Parents will also be made aware of the intensified academic rigor of teachers' classroom instruction to better meet the standards put forth.
- By spring 2014, "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 spring 2014, "Literacy Night" will be made available for parents to attend a workshop at which they will learn more about the new curriculum and CCLS standards, how the standards are incorporated across different content areas and how our school is preparing students for the state ELA exam.
- Monthly meetings are held for our NEST parents to provide them with an opportunity to speak directly with teachers regarding curriculum.
- By late spring-summer 2014, parent leadership will be made aware of curriculum development for the following school year and of any changing expectations for 2014-2015.
- 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.
- The “School Messenger” system is used to communicate with parents on important school information.
- By February, 2014, Skedula system will be implemented, allowing parents to access their child classroom data (i.e. exam scores and missing homework) as their child’s teacher continuously updates the information.

Budget and Resource Alignment

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

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

- TL Citywide Instructional Expectations funding will be used for teacher team meetings and professional development, both in and out of the building.
- TL FSF and TL ASD will fund assistant principals, coaches and lead teachers who will coordinate this effort.

Goal and Action Plan #3

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

Annual Goal #3

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

In 2013-2014, the English Department will implement a third performance task to assess additional units of study and learning. Teachers will use these assessments to adjust their lessons, to achieve more rigor and success in meeting the needs of all learners. Individual supports and specialized instruction will be aligned to ensure engagement, self-reflection and participation of all students. The implementation of this goal will result in a 7% gain of students performing at level 3 or 4 on the NYS English Language Arts.

Comprehensive Needs Assessment

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

- Last year, the English Department entered into their third year as a *Teachers College Reading and Writing Project School*, and continued to work with the Common Core Learning Standards in designing curriculum and teaching points around the new depth and rigor outlined and defined by the CCLS and Webb’s Depth of Knowledge Matrix. Teacher teams were formed during PLC time and units were reviewed, revised and aligned with the CCLS and performance tasks. This work set the foundation for the more in-depth learning of exploring ways to implement pedagogical practices that will focus on the instructional shifts currently taking place this school year. These shifts in instruction will be addressed through PLCs, planning times, and professional development days
- With the continuation of last school year’s instructional expectations set forth by the city, students will experience Common Core aligned units of study in ELA. Each unit in literacy will be aligned to three performance tasks focused on the CCLS: Task 1 will address *Reading (Literature)*, Standards 1 and 11, and *Writing (Responding to Literature)*, Standard 11. Task 2, will incorporate *Reading (Informational Text)*, Standards 1 and 10, and *Writing (Written analysis of informational texts or written opinion or argument based on analysis of informational texts.)*, Standard 1. Task 3 will be the MoSL task. The needs assessed are the direct result of the city’s findings through the last several years of in depth inquiry work as well as a result of our marginal growth on our ELA exam.
- 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.
 - This work has grown out of an effort to respond to the decrease in level 3 or 4 NYS ELA scores from 2012 to 2013.
 - ELA 2012 level 3 or 4: 61.4%
 - ELA 2013 level 3 or 4: 42.2% (decrease of 19.2%)

Instructional Strategies/Activities

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

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

1. Teachers will work in grade-band teams during PLC time and common planning time during the school day to study student data and revise each unit plan to reflect the most current instructional shifts, including differentiation.
2. Teachers will continue to collaborate 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

3. Teaching points for each unit are matched to meet the Common Core Learning Standards.
4. Teachers have created a Performance Task, third being the MoSL. This Task will focus on students responding to literature with a critical lens, using multiple texts and evidence from that text to support their analysis. It will also provide with multiple entry points to support our at-risk-students by providing text on various levels.
5. 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.
6. The shifts in instructional practice have been emphasized through the use of more non-fiction, and authentic text in our classroom libraries.
7. Teachers are implementing close reading of complex text 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.
8. Teachers meet in PLCs weekly to look at student work and create small group lessons.
9. Cross-content teams will meet monthly, beginning in September 2013, to collaborate and align literacy with content as indicated in the CCLS.
10. Cross-content teacher teams collaborate regularly informally to discuss student progress and support each other in the UBD design implementation.
11. Our level 1 & 2 students are offered a free 10 week ELA program to help them prepare to take the state ELA exam.
12. 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.
13. Various levels of Guided Reading lessons were created to support our readers in moving to harder leveled text.
14. Strategy lessons were also created to focus on areas of weakness as indicated on the assessment used after each unit of study.
15. 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.)
16. 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).
17. 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 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.
18. Teachers are offered the opportunity to attend Teacher's College Professional Development days to further their professional growth. In addition, a staff developer visits our school 19 days during the school year to lend additional support.

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

1. Personnel: Teachers and Supervisor. Resources: Student data.
2. Personnel: Teachers. Resources: "teacher made" UBD template.
3. Personnel: Teachers. Resources: Teaching points and CCLS
4. Personnel: Teachers. Resources: Performance Tasks, including the MoSL task and Common Core Library.
5. Personnel: Teachers. Resources: Webb's DOK Matrix.
6. Personnel: Teachers and Supervisor. Resources: appropriate classroom libraries.
7. Personnel: Teachers. Resources: Complex Texts, Performance Series, Teachers College Informational Writing Continuum.
8. Personnel: Teachers. Resources: student work.
9. Personnel: Cross-content Teachers. Resources: literacy CCLS.
10. Personnel: Cross-content Teachers. Resources: student data and UBD resources.
11. Personnel: Teachers and Supervisor. Resources: 2013 ELA data, test prep books.
12. Personnel: Teachers and Supervisor. Resources: Library of non-fiction texts.
13. Personnel: Teachers. Resources: leveled lessons.
14. Personnel: Teachers. Resources: strategy lessons.
15. Personnel: Teachers and Supervisor. Resources: classroom library books.
16. Personnel: Teachers and Supervisor. Resources: classroom library books.
17. Personnel: Media Specialist. Resources: Library/Media Center, equipped digital and text resources.
18. Personnel: Teachers and Supervisors. Resources: PD opportunities.

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

1. Teachers will look at the assessment results and reflect on the quality of the assessment. Based on the data, teachers will create small group lessons.
2. Teachers will reflect on existing template and make necessary updates based on their shared needs.
3. Teachers will analyze and update teaching points used in previous lessons based on its effectiveness of enduring understanding and academic rigor.
4. Teachers analyzed the tasks to ensure that students of all ability levels will have access to learning and will be able to complete the task effectively and efficiently. The Common Core Library was utilized as another model and resource for the design of exemplary Performance Tasks.
5. Teachers will reflect on unit designs to ensure academic rigor.
6. Supervisor will make sure teachers are equipped with nonfiction and authentic text options. Teachers will also look for appropriate text and reflect on the effectiveness of the different resources utilized in the classroom.
7. Teachers will have conversations immediately following completion of the unit to make any necessary changes. Teachers will analyze data from Performance Series and Teachers College Informational Writing Continuum and reflect on student work and teaching practices. Students will be able to answer ELA like questions as they are assessed on close reading.
8. Teachers will analyze student work and reflect on their teaching practices regarding what can be done differently to better meet the needs of all students.
9. Teachers will discuss effective practices implemented over the course of the month that passed between meetings and track the progress of identified struggling students.
10. Classrooms are strategically situated to encourage and promote informal conversations amongst cross-content teachers.
11. After school teachers will communicate with the teachers of low performing students who attend the after school program and discuss the needs of the students. Classroom teachers will monitor the growth of the student as a result of their attendance.
12. After teachers use the non-fiction texts, they will reflect on how well they supported struggling learners by observing their reading levels.
13. Teachers will reflect on guided reading lessons after implementation to observe whether the lessons effectively supported readers moving into more difficult leveled text.
14. Teachers will reflect on whether strategy lessons improved the pre-determined areas of weakness.
15. Teachers will observe improvement in the test scores of the male population of students.
16. Teachers will observe improvement and/or maintenance of a level 4 in the test scores and high lexile levels.
17. Media Specialist will monitor both student and faculty use of resources and provide support for any/all individuals when necessary.
18. Teachers will turn-key information from PD, will try new strategies discussed during PD and reflect on the effectiveness of implementation.

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

1. September – June, ongoing.
2. September – June, ongoing.
3. September – June, ongoing.
4. September – June, ongoing.
5. September – June, ongoing.
6. September – June, ongoing.
7. Close reading of complex text: September – June. Performance Series and Teachers College Informational Writing Continuum: quarterly.
8. Weekly, September – June
9. Monthly, September – June
10. Informally, September – June
11. 10 sessions, January-April
12. September – June, ongoing.
13. September – June, ongoing.
14. September – June, ongoing.
15. September – June after exam administration; post ELA exam.
16. September – June after exam administration; post ELA exam.
17. September – June, ongoing.
18. Periodically, September – June

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

1. Monday and Thursday afternoon PLCs, common planning periods.
2. Monday and Thursday afternoon PLCs, common planning periods. Instructional Team meetings.
3. Monday and Thursday afternoon PLCs, common planning periods.

4. Monday and Thursday afternoon PLCs, common planning periods.
5. Monday and Thursday afternoon PLCs, common planning periods.
6. Monday and Thursday afternoon PLCs, common planning periods.
7. Monday and Thursday afternoon PLCs, common planning periods.
8. Monday and Thursday afternoon PLCs, common planning periods.
9. Last Thursday afternoon PLCs of each month.
10. Common teachers in same hallway.
11. After school program with test prep books.
12. *Guided Reading Lending Library*
13. Monday and Thursday afternoon PLCs, common planning periods.
14. Monday and Thursday afternoon PLCs, common planning periods.
15. Monday and Thursday afternoon PLCs, common planning periods.
16. Monday and Thursday afternoon PLCs, common planning periods.
17. Library Media Center; trends in web traffic and book-lending system.
18. Periodic PD both in-house and at Columbia University.

Strategies to Increase Parental Involvement

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

- 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 be informed about the Common Core Learning Standards, outlining and explaining what students should know by the end of their current grade. Parents will also be made aware of the intensified rigor of teachers' classroom instruction to better meet the standards put forth.
- By spring 2014, 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 2013 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 2014, parent leadership will be made aware of curriculum development for the following school year and of any changing expectations for 2013-2014.
- Monthly meetings held by the PTA provide communication with parents informing them of what is going on in the school and allowing families to participate 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.
- By February, 2014, Skedula system will be implemented, allowing parents to access their child classroom data (i.e. exam scores and missing homework) as their child's teacher continuously updates the information.

Budget and Resource Alignment

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

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

- TL Citywide Instructional Expectations funding will be used for teacher team meetings and professional development, both in and out of the building.
- TL FSF and TL ASD will fund the assistant principal and lead teachers who will coordinate this effort.

Goal and Action Plan #4

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

Annual Goal #4

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

In 2013-2014, the Mathematics Department will focus on the principal topics in each grade level, with growing fluency and skill in the application of mathematical concepts. Teachers will work with peers, coaches and leaders to develop and implement an additional performance task with multiple entry points to improve student

performance. Teachers will use these assessments to adjust their lessons, to achieve more rigor and success in meeting the needs of all learners. The implementation of this goal will result in a 7% gain of students performing at level 3 or 4 on the NYS Mathematics Exam.

Comprehensive Needs Assessment

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

- This goal is a direct result of the 2013-14 instructional expectations involving creating rigorous and coherent instructional experiences for teachers and students and working towards closing the achievement gaps. As the CCLS are sequential in nature and the students have one year of experience with the CCLS, our efforts will focus on fluency and applying what was previously learned in a more deeply rooted context. Our school will implement a minimum of the three **complete units in math** aligned to a performance task that incorporates the Standards for Mathematical Practice, most specifically *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. Our grade teams will level tasks to provide multiple entry points for students of all ability levels. Facility with these Standards for Mathematical 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.
 - This work has grown out of an effort to respond to the decrease in level 3 or 4 NYS Math exam scores from 2012 to 2013.
 - Math 2012 level 3 or 4: 81.4%
 - Math 2013 level 3 or 4: 47.5% (decrease of 33.9%)

Instructional Strategies/Activities

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

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

1. Teachers are working in grade-band teams to reflect and revise current units of study and performance tasks. Teachers are using the UDL (Universal Design for Learning) unit planning method to modify (by adding multiple entry points for students of varied ability levels) and implement at least three units to provide a stronger focus on the current instructional shifts that is aligned with the Common Core Learning Standards.
2. Some teachers are continuing to collaborate 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.
3. Teachers are working in grade-band teams during PLC time and common planning time during the school day to align their assessments to meet the rigor demanded by Common Core Learning Standards by creating uniform assessments for each unit of study. Using Prosper as a means for obtaining timely and relevant data, allows the teachers to set benchmarks for students, as a means for differentiation and as a spring board for goal setting.
4. Various model Performance Task have been provided through the Common Core Library for study and implementation, and has been further deconstructed during common planning, PLCs and professional development sessions. The department has used these Performance Tasks as a model for incorporating additional Performance Tasks as an anchor for each of the revised units and a point of reference for levels of rigor of other Performance Tasks from resources like *Illustrative Mathematics*, *Project Paced* and *Mathematics Assessment Resource Service* (specifically *Mathematics Assessment Project* tasks). Teachers collaboratively create tasks that allow for multiple entry points and reinforce alignment to the common core.
5. Teachers meet in PLCs and common planning weekly to reflect on instructional practice and refine their strategies.
6. Cross-content teams will meet monthly, beginning in September 2013, to collaborate and begin aligning literacy with content as indicated in the CCLS.
7. Cross-content teacher teams collaborate regularly informally to discuss student progress.
8. Teachers are working in grade-band teams during PLC time and common planning time during the school day 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.
9. Our level 1 & 2 students are offered a free 10 week Math program to help them prepare to the take the state Math exam.
10. 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.
11. Teachers are offered the opportunity to attend Pearson’s *CMP3* Professional Development days to further their professional growth.

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

1. Personnel: Teachers. Resources: Curriculum Maps
2. Personnel: Teachers. Resources: “teacher made” UBD Template

3. Personnel: Teachers. Resources: Uniform Assessments
4. Personnel: Teachers. Resources: Model Performance Tasks.
5. Personnel: Teachers. Resources: Best Practices
6. Personnel: Cross-content Teachers. Resources: literacy CCLS.
7. Personnel: Cross-content Teachers. Resources: student data and UBD resources
8. Personnel: Teachers. Resources: student work
9. Personnel: Teachers. Resources: NYS Math Exam results, test prep books.
10. Personnel: Media Specialist. Resources: Library/Media Center, equipped digital and text resources.
11. Personnel: Teachers. Resources: Pearson *CMP3* PD

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

1. Teachers discuss misconceptions from previous implementation of the particular unit of study and/or performance tasks and how to address deficits to ensure improvement of comprehension. Once deficits are addressed, teachers discuss whether the strategy was effective.
2. Teachers will reflect on existing template and make necessary updates based on their shared needs.
3. Teachers reflect and improve upon previously administered exams. Teachers use Prosper to analyze class and whole-grade data and determine the areas of concern to focus on and revisit during “on your own” exercises, on homework assignments and/or on in-class assessments. Continuously revisiting topics that were a weakness will help improve understanding.
4. Teachers will deconstruct performance tasks to create 3 entry points for varied ability levels. After completion, teachers will analyze students’ results and reflect on the rigor of each task for each individual student to determine if they effectively closed the achievement gap for the particular unit of study.
5. Teachers share best practices, explore and implement the strategies in their classrooms and reconvene to discuss the effectiveness.
6. Teachers will discuss effective practices implemented over the course of the month that passed between meetings and track the progress of identified struggling students.
7. Classrooms are strategically situated to encourage and promote informal conversations amongst cross-content teachers.
8. Teachers engage in the inquiry cycle and collectively assemble questions based the areas of concern to focus on and revisit during “on your own” exercises, on homework assignments and/or on in-class assessments. Continuously revisiting topics that were a weakness will help improve understanding.
9. After school teachers will communicate with the teachers of low performing students who attend the after school program and discuss the needs of the students. Classroom teachers will monitor the growth of the student as a result of their attendance.
10. Media Specialist will monitor both student and faculty use of resources and provide support for any/all individuals when necessary.
11. Teachers will turn-key information from PD, will try new strategies discussed during PD and reflect on the effectiveness of implementation

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

1. September-June, ongoing.
2. September-June, ongoing.
3. September-June, ongoing.
4. September-June, ongoing.
5. September-June, ongoing.
6. Monthly, September – June
7. Informally, September – June
8. September-June, ongoing.
9. 10 sessions, January-April
10. September-June, ongoing.
11. August-June; quarterly sessions

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

1. Monday and Thursday PLCs, common planning periods.
2. Monday and Thursday afternoon PLCs, common planning periods. Instructional Team meetings.
3. Monday and Thursday PLCs, common planning periods.
4. Monday and Thursday PLCs, common planning periods.
5. Monday and Thursday PLCs, common planning periods.
6. Last Thursday afternoon PLCs of each month.
7. Common teachers in same hallway.

8. Monday and Thursday PLCs, common planning periods.
9. After school program with test prep books.
10. Library Media Center; trends in web traffic and book-lending system.
11. Pearson *CMP3* PD general session

Strategies to Increase Parental Involvement

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

- 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 be informed about the Common Core Learning Standards in all major subject areas, outlining and explaining what students should know by the end of their current grade. Parents will also be made aware of the intensified academic rigor of teachers' classroom instruction to better meet the standards put forth.
- By spring 2014, "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.
- Monthly meetings are held for our NEST parents to provide them with an opportunity to speak directly with teachers regarding curriculum.
- By late spring-summer 2014, parent leadership will be made aware of curriculum development for the following school year and of any changing expectations for 2013-2014.
- 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.
- The "School Messenger" system is used to communicate with parents on important school information.
- By February, 2014, Skedula system will be implemented, allowing parents to access their child classroom data (i.e. exam scores and missing homework) as their child's teacher continuously updates the information.

Budget and Resource Alignment

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

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

- TL Citywide Instructional Expectations funding will be used for teacher team meetings and professional development, both in and out of the building.
- TL FSF and TL ASD will fund the assistant principal, coaches and lead teachers who will coordinate this effort.

Goal and Action Plan #5

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

Annual Goal #5

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

By June 2014, teachers will participate in various professional development trainings to understand the new system of teacher evaluation and development. Teachers and school leaders will employ activities that will enhance their understanding of what effective teaching looks like in all the content areas, and provide support to teachers through classroom visits, constructive feedback, actionable next steps and professional development. The implementation of this goal will allow for a common understanding of effective teaching and engage teachers to in their own development and growth as professionals. The implementation of this goal will result in a 7% gain of students performing at level 3 or 4 on the NYS ELA and Mathematics Exam.

Comprehensive Needs Assessment

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

- As a response to Citywide Instructional Expectations 2014, the Common Core Learning Standards, the 2013-14 Quality Review Rubric, and *ADVANCE*, teachers will be working in their PLC time and participate in professional development to examine the various components of the Danielson Framework. It is vital for teachers to understand how they can move towards becoming a "highly effective" teacher across the 22 competencies. After Supervisors note 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, and thus help teachers become “highly effective” across differently competencies within each of the four domains. High-quality teaching is the most powerful tool for helping students reach the higher standards as outline in the CCLS.

- This work has grown out of an effort to respond to the decrease in level 3 or 4 NYS ELA and Math exam scores from 2012 to 2013.
 - Math 2012 level 3 or 4: 81.4%
 - Math 2013 level 3 or 4: 47.5% (decrease of 33.9%)
 - ELA 2012 level 3 or 4: 61.4%
 - ELA 2013 level 3 or 4: 42.2% (decrease of 19.2%)

Instructional Strategies/Activities

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

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

1. Implement a year-long cycle of professional development around Charlotte Danielson’s components 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.
2. 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.
3. School leaders will strengthen their own capacity to provide high-quality feedback to teachers through professional development, support from network teams and a Talent Coach, and study groups around the key components in weekly cabinet meetings.
4. Weekly Professional Learning Communities will be utilized to continue the work of the Danielson study from the previous year. Teachers will focus on examining student work resulting from the Common Core-aligned tasks. After noticing trends and areas for refinement in teacher practice and planning, teachers will collectively create lessons that will be tailored to meet the needs observed and analyzed from the tasks. Teachers will also use the PLC to gain a greater understanding of the Danielson Framework, seeking feedback from their colleagues on how to improve strategies and classroom practices.
5. 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, uniform tests through *Prosper*, and the benchmark assessments such as Performance Series and the Writing Continuum used in ELA.
6. 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.

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

1. Personnel: All staff members. Resources: Danielson Framework
2. Personnel: School Leaders and Teachers. Resources: Teacher Evaluation Forms through *ADVANCE* website, lesson plans, student work.
3. Personnel: School Leaders. Resources: Teacher Evaluation Forms through *ADVANCE* website
4. Personnel: School Leaders and Teachers. Resources: student work
5. Personnel: School Leaders and Teachers. Resources: various assessments.
6. Personnel: Media Specialist. Resources: Library/Media Center, equipped digital and text resources.

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

1. After conducting informal observations, supervisors will provide feedback to teachers and have a discussion regarding the particular components observed. Supervisors will evaluate whether the teachers have a concrete understanding of the expectations for a particular component and remind teachers of expectations when necessary.
2. Supervisors will not only provide feedback on specific competencies, but also reflect on whether suggestions from previous observation feedback have been implemented.
3. Supervisors engaged in multiple walk-throughs with a Talent Coach to essentially norm the rating with which they would give a teacher in all subject areas. Supervisors communicate and receive feedback from their colleagues on the rating the teacher should receive and the instructional next steps for teacher improvement.
4. Teachers will use the PLC to ensure that their individual practices involving planning a preparation, the classroom environment, instruction and professional responsibilities are moving towards “effective” or “highly effective”. Colleagues will support teachers who may have received a rating of “developing” or “ineffective” to help improve the individual teachers’ practices.

5. Supervisors will reflect on whether suggestions from previous observation feedback have been implemented. They will also analyze data from assessments to observe whether high quality teaching is evident.
6. Media Specialist will monitor faculty use of resources and provide support for any/all individuals when necessary.

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

1. September-June, ongoing.
2. September-June, ongoing.
3. September-June, ongoing.
4. September-June, ongoing.
5. September-June, ongoing.
6. September-June, ongoing.

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

1. PD on Danielson components.
2. *ADVANCE* website for teacher evaluation forms.
3. Cabinet and network meetings.
4. Monday and/or Thursday PLCs.
5. *ADVANCE* website for teacher evaluation forms and assessment data.
6. Library Media Center; trends in web traffic and book-lending system.

Strategies to Increase Parental Involvement

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

- 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 be informed about the Common Core Learning Standards in all major subject areas, outlining and explaining what students should know by the end of their current grade. Parents will also be made aware of the intensified academic rigor of teachers' classroom instruction to better meet the standards put forth.
- By late spring-summer 2014, parent leadership will be made aware of curriculum development for the following school year and of any changing expectations for 2014-2015.
- 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.
- The "School Messenger" system is used to communicate with parents on important school information.
- By February, 2014, Skedula system will be implemented, allowing parents to access their child classroom data (i.e. exam scores and missing homework) as their child's teacher continuously updates the information.

Budget and Resource Alignment

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

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

- TL Citywide Instructional Expectations funding will be used for teacher team meetings and professional development, both in and out of the building.
- TL FSF and TL ASD will fund assistant principals, coaches and lead teachers who will coordinate this effort.
- TL FSF for Teachscape

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<ol style="list-style-type: none"> 1. ICT Classes- Inclusion of SWD with general education students 2. Resource Room- SETSS; Support for SWD in general education classes 3. Special Education Self-Contained 12:1 classes- SWD in major subject area classes; geared towards their level of capabilities. 4. NEST Program- Special program for students on the Autistic Spectrum specifically diagnosed with <i>Aspergers</i> 5. D75 program- Inclusion of SWD with general education students 6. Wilson- SWD students 7. Extension classes- Focus on ELA and Math 8. Test Prep- Focus on ELA and Math 9. Beacon Program- For struggling students 10. Extended Day (37.5 minutes)- For level 1 and 2 students; primary focus on Math and ELA 11. Guided Reading Lending Library- Implemented for teachers to borrow differentiated non-fiction text sets to use with struggling readers to raise their reading levels Extended Day 12. Performance Series- Used to benchmark students and target areas of concern and gaps in comprehension. 13. Middle School Quality Initiative (MSQI)- Support for teachers with struggling learners 	<ol style="list-style-type: none"> 1. Whole class; 2 teachers (1 general ed, 1 special ed) providing specific supports to SWD 2. Push-in with whole class but specific focus on SWD; Pull-out with small group 3. 12:1 classes in ELA, Math, Social Studies and Science 4. Whole class; 2 teachers (1 general ed, 1 special ed) providing specific supports to SWD 5. Whole class; 1 teacher or 2 teachers (1 general ed, 1 special ed) providing specific supports to SWD 6. 1 to 1 7. Small group of SWD 8. Small group <ol style="list-style-type: none"> a. After school: level 1 and 2 students b. Saturday: open to students of all levels 9. Small group test prep and/or tutoring 10. Small group 11. For small group, extended day program 12. Whole class 13. Whole class with a focus on struggling learners 14. Self-contained class with one teacher and multiple para-professionals 	<ol style="list-style-type: none"> 1. During the school day 2. During the school day 3. During the school day 4. During the school day 5. During the school day 6. During the school day 7. During the school day 8. After school and on Saturday mornings 9. After school and on Saturday mornings 10. Tuesday and Wednesday after school 11. During the school day 12. During the school day 13. During the school day 14. During the school day 15. Monthly during the school day

	<p>14. New York State Alternately Assessed (NYSAA)- Geared towards students' level of capabilities for all major subject areas</p> <p>15. PPT team sessions- Monthly meetings with a focus on concerns for specific students.</p>	<p>15. Team of administrators, teachers and service providers</p>	
<p>Mathematics</p>	<p>1. ICT Classes- Inclusion of SWD with general education students</p> <p>2. Resource Room- SETSS; Support for SWD in general education classes</p> <p>3. Special Education Self-Contained 12:1 classes- SWD in major subject area classes; geared towards their level of capabilities.</p> <p>4. NEST Program- Special program for students on the Autistic Spectrum specifically diagnosed with <i>Aspergers</i></p> <p>5. D75 program- Inclusion of SWD with general education students</p> <p>6. Extension classes- Focus on ELA and Math</p> <p>7. Test Prep- Focus on ELA and Math</p> <p>8. Beacon Program- For struggling students</p> <p>9. Extended Day (37.5 minutes)- For level 1 and 2 students; primary focus on Math and ELA</p> <p>10. Performance Series- Used to benchmark students and target areas of concern and gaps in comprehension.</p> <p>11. Middle School Quality Initiative (MSQI)- Support for teachers with struggling learners</p> <p>12. New York State Alternately Assessed (NYSAA)- Geared towards students' level of capabilities for all major subject areas</p> <p>13. Lunch time peer tutoring- Struggling students partnered with higher level students for</p>	<p>1. Whole class; 2 teachers (1 general ed, 1 special ed) providing specific supports to SWD</p> <p>2. Push-in with whole class but specific focus on SWD; Pull-out with small group</p> <p>3. 12:1 classes in ELA, Math, Social Studies and Science</p> <p>4. Whole class; 2 teachers (1 general ed, 1 special ed) providing specific supports to SWD</p> <p>5. Whole class; 1 teacher or 2 teachers (1 general ed, 1 special ed) providing specific supports to SWD</p> <p>6. Small group of SWD</p> <p>7. Small group</p> <p style="padding-left: 20px;">a. After school: level 1 and 2 students</p> <p style="padding-left: 20px;">b. Saturday: open to students of all levels</p> <p>8. Small group test prep and/or tutoring</p> <p>9. Small group</p> <p>10. Whole class</p> <p>11. Whole class with a focus on struggling learners</p> <p>12. Self-contained class with one teacher and multiple para-professionals</p> <p>13. 1 to 1 tutoring</p> <p>14. Team of administrators, teachers and service providers</p>	<p>1. During the school day</p> <p>2. During the school day</p> <p>3. During the school day</p> <p>4. During the school day</p> <p>5. During the school day</p> <p>6. During the school day</p> <p>7. After school and on Saturday mornings</p> <p>8. After school and on Saturday mornings</p> <p>9. Tuesday and Wednesday after school</p> <p>10. During the school day</p> <p>11. During the school day</p> <p>12. During the school day</p> <p>13. During lunch periods</p> <p>14. Monthly during the school day</p>

	<p>individualized attention</p> <p>14. PPT team sessions- Monthly meetings with a focus on concerns for specific students.</p>		
Science	<ol style="list-style-type: none"> 1. ICT Classes- Inclusion of SWD with general education students 2. Resource Room- SETSS; Support for SWD in general education classes 3. Special Education Self-Contained 12:1 classes- SWD in major subject area classes; geared towards their level of capabilities. 4. NEST Program- Special program for students on the Autistic Spectrum specifically diagnosed with <i>Aspergers</i> 5. D75 program- Inclusion of SWD with general education students 6. Beacon Program- For struggling students 7. Extended Day (37.5 minutes)- For level 1 and 2 students 8. Guided Reading Lending Library- Implemented for teachers to borrow differentiated non-fiction text sets to use with struggling readers to raise their reading levels Extended Day 9. Middle School Quality Initiative (MSQI)- Support for teachers with struggling learners 10. New York State Alternately Assessed (NYSAA)- Geared towards students' level of capabilities for all major subject areas 11. PPT team sessions- Monthly meetings with a focus on concerns for specific students. 12. AIS in School 	<ol style="list-style-type: none"> 1. Whole class; 2 teachers (1 general ed, 1 special ed) providing specific supports to SWD 2. Push-in with whole class but specific focus on SWD; Pull-out with small group 3. 12:1 classes in ELA, Math, Social Studies and Science 4. Whole class; 2 teachers (1 general ed, 1 special ed) providing specific supports to SWD 5. Whole class; 1 teacher or 2 teachers (1 general ed, 1 special ed) providing specific supports to SWD 6. Small group tutoring 7. Small group 8. For small group, extended day program 9. Whole class with a focus on struggling learners 10. Self-contained class with one teacher and multiple para-professionals 11. Team of administrators, teachers and service providers 12. Small group 	<ol style="list-style-type: none"> 1. During the school day 2. During the school day 3. During the school day 4. During the school day 5. During the school day 6. After school and on Saturday mornings 7. Tuesday and Wednesday after school 8. During the school day 9. During the school day 10. During the school day 11. Monthly during the school day 12. During the school day
Social Studies	<ol style="list-style-type: none"> 1. ICT Classes- Inclusion of SWD with general education students 2. Resource Room- SETSS; Support for SWD in general education classes 3. Special Education Self-Contained 	<ol style="list-style-type: none"> 1. Whole class; 2 teachers (1 general ed, 1 special ed) providing specific supports to SWD 2. Push-in with whole class but specific focus on SWD; Pull-out 	<ol style="list-style-type: none"> 1. During the school day 2. During the school day 3. During the school day 4. During the school day 5. During the school day 6. After school and on Saturday

	<p>12:1 classes- SWD in major subject area classes; geared towards their level of capabilities.</p> <p>4. NEST Program- Special program for students on the Autistic Spectrum specifically diagnosed with <i>Aspergers</i></p> <p>5. D75 program- Inclusion of SWD with general education students</p> <p>6. Beacon Program- For struggling students</p> <p>7. Extended Day (37.5 minutes)- For level 1 and 2 students;</p> <p>8. Guided Reading Lending Library- Implemented for teachers to borrow differentiated non-fiction text sets to use with struggling readers to raise their reading levels Extended Day</p> <p>9. Middle School Quality Initiative (MSQI)- Support for teachers with struggling learners</p> <p>10. New York State Alternately Assessed (NYSAA)- Geared towards students' level of capabilities for all major subject areas</p> <p>11. PPT team sessions- Monthly meetings with a focus on concerns for specific students.</p> <p>12. AIS in School</p>	<p>with small group</p> <p>3. 12:1 classes in ELA, Math, Social Studies and Science</p> <p>4. Whole class; 2 teachers (1 general ed, 1 special ed) providing specific supports to SWD</p> <p>5. Whole class; 1 teacher or 2 teachers (1 general ed, 1 special ed) providing specific supports to SWD</p> <p>6. Small group tutoring</p> <p>7. Small group</p> <p>8. For small group, extended day program</p> <p>9. Whole class with a focus on struggling learners</p> <p>10. Self-contained class with one teacher and multiple para-professionals</p> <p>11. Team of administrators, teachers and service providers</p> <p>12. Small group</p>	<p>mornings</p> <p>7. Tuesday and Wednesday after school</p> <p>8. During the school day</p> <p>9. During the school day</p> <p>10. During the school day</p> <p>11. Monthly during the school day</p> <p>12. During the school day</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Provided by the Guidance Counselor:</p> <ol style="list-style-type: none"> guidance session; Cohesion Assemblies. PPT team sessions parental contact attendance/truancy issues <p>Provided by the School Psychologist:</p> <ol style="list-style-type: none"> Small group guidance sessions as needed; 1 to 1 counseling as needed. Testing and parental contact PPT team sessions Ongoing teacher consultations regarding student's academic achievements and behavior issues 	<p>Provided by the Guidance Counselor:</p> <ol style="list-style-type: none"> Small group; 1 to 1 counseling as needed. Full grade. <p>Provided by the School Psychologist:</p> <ol style="list-style-type: none"> Small group guidance sessions as needed; 1 to 1 counseling as needed. <p>Provided by the Social Worker:</p> <ol style="list-style-type: none"> Small group; 1 to 1 counseling as needed Small group 1 to 1; parental involvement as needed 1 to 1; parental involvement as 	<p>All: During the school day</p>

	<p>Provided by the Social Worker:</p> <ul style="list-style-type: none"> a. Small group guidance sessions; 1 to 1 counseling as needed b. DARE program c. School Assessment Team d. PPT team sessions e. peer mediation f. parental contact g. student observations h. Social work counseling i. Crisis counseling <p>Health Related Services:</p> <ul style="list-style-type: none"> a. Adaptive Physical Education program for limited mobility students b. occupational therapy c. physical therapy d. nursing e. vision services f. hearing services 	<p>needed</p> <p>Health Related Services: All: small group or 1 to 1</p>	
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**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

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

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

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

District 31	Borough Staten Island	School Number 075
School Name Frank D. Paulo Intermediate		

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

Principal Kenneth Zapata	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 Ellen Ebrahim
Teacher/Subject Area type here	Parent Coordinator Linda Taccetta
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team)	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1343	Total number of ELLs	21	ELLs as share of total student population (%)	1.56%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														To
	K	1	2	3	4	5	6	7	8	9	10	11	12	t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Pull-out							7	7	8					22
SELECT ONE														0
Total	0	0	0	0	0	0	7	7	8	0	0	0	0	22

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	21	Newcomers (ELLs receiving service 0-3 years)	10	ELL Students with Disabilities	7
SIFE	0	ELLs receiving service 4-6 years	4	Long-Term (completed 6+ years)	7

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	10			4		3	7		4	21
Total	10	0	0	4	0	3	7	0	4	21

Number of ELLs who have an alternate placement paraprofessional: 2

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	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									2					2
Russian														0
Bengali														0
Urdu									1					1
Arabic						4	3	2						9
Haitian														0
French														0
Korean														0
Punjabi														0
Polish						2								2
Albanian								1	1					2
Other							1		3					4
TOTAL	0	0	0	0	0	0	7	5	9	0	0	0	0	21

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)								1	2					3

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)							1	1	1					3
Advanced (A)							6	3	6					15
Total	0	0	0	0	0	0	7	5	9	0	0	0	0	21

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

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

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

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

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

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

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

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

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. 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. 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 NYSESLAT 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.

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

We had two students complete the LAB-R exam this Fall. The results of the LAB-R indicate that these two students, one in Grade 6 and one in Grade 8, are currently performing at an Advanced level of proficiency. An explanation of data patterns in overall NYSESLAT proficiency scores is as follows. According to our NYSESLAT results, five students in Grade 6 have an overall proficiency level of Advanced. One student in Grade 6 has an overall proficiency level of Intermediate. There are no students in Grade 6 who have a proficiency level of Beginner. In Grade 7, three students have an overall proficiency level of Advanced. One student in Grade 7 has an overall proficiency level of Intermediate and one student has an overall proficiency level of Beginner. There are five students in Grade 8 who have an overall proficiency level of Advanced. Two students have a proficiency level of Beginner, and one student in Grade 8 has an overall proficiency level of Intermediate. Therefore, what is revealed by the data patterns across proficiency levels on the LAB-R and NYSESLAT is that the majority of our ELLs from grade 6 through grade 8 are at an advanced proficiency level. In terms of a beginner and intermediate level, there is an equal amount of ELLs across all three grades.

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

The spring 2013 NYSESLAT results are not available on the RNMR at this time. According to our overall NYSESLAT Proficiency results, most of our students are at advanced levels in proficiency. These are the students who are currently reading at grade level. At I.S.75 we use our data to meet the needs of individual students. Students are grouped together in English based on their reading levels. This supports our ELLs through small group, individualized instruction. In addition, the patterns across NYSESLAT modalities--reading/writing and listening/speaking affect instructional decisions. The ESL teacher uses this data to help ensure the each ELL receives extra instructional support in whatever modality the student is not yet proficient in, both during the school day and during our Extended Day program.

4. For each program, answer the following:

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

The patterns across proficiencies and grades is as follows. In grade 6, we have six ELLs with an overall Advanced level in proficiency and one ELL at an Intermediate level. In grade 7, we have three ELLs at an Advanced level, one ELL at a Beginner level, and one ELL at an Intermediate level. Finally, in Grade 8, we have six ELLs at an Advanced level, two ELLs at a Beginner level, and one ELL at an Intermediate level. Our school is using the results of the data to meet the students at their instructional level. In addition, teachers select material that will support the ELLs with their learning styles and with both their strengths and weaknesses in terms of how they are fairing in the tests they are taking.

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

Our school in an Intermediate School in which our ELLs are in Grades 6, 7, and 8.

6. How do you make sure that a child's second language development is considered in instructional decisions?
- To make sure that a child's second language development is considered in instructional decisions, our school utilizes/incorporates a variety of techniques. We focus on "read-alouds" for those ELLs who need further assistance with their listening comprehension in English. In addition, we use utilize "BRAIN pop" videos (as well as others available to us on the Internet) to help the students listen to information. As they are comprehending the information presented in the video, the students use graphic organizers to assist them with their note-taking skills. To help those ELLs with their writing development, we model how to take the notes from their graphic organizers and write an essay summarizing the important information that was presented. For those ELLs who need more reinforcement with their reading (comprehension) skills, we focus on providing a "print-rich" environment in our classrooms. For example, we use many visual aids/clues/print-rich posters. For all ELLs we offer many opportunities to speak in English in order to enhance fluency in English. All of these instructional decisions take place in all of the subject areas to make sure that the ELL's second language development is considered.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- We do not have a dual language program at our school. We have a Freestanding English as a Second Language program.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
- At I.S. 75, one way we evaluate the success of our programs for ELLs is through the NYSESLAT we administer each Spring. This is an extremely useful tool in helping us to see the gains the ELLs are making in our program as well as which modality the ELLs need further assistance in to achieve Proficiency in the English As A Second Language program. We are also able to evaluate the success of our program by using other formal assessments throughout the academic year. Each fall, when the ESL teacher has access to the NYSESLAT scores from the previous spring, she is able to see how many ELLs have received an overall score of "Proficient" based on these results. This year our school had a total of five ELLs test out of the ESL program. This is a great indicator for us as to how successful our program for ELLs is.

Part IV: ELL Identification Process

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

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

When parents first enroll their child in our school, our pupil accounting secretary notifies Kate Gioia, our New York State certified ESL teacher, so that she can administer the Home Language Identification Survey (HLIS). She meets with the parents to conduct the informal oral interview in order to make an initial determination of the child's home language. In order to accommodate parents and students with native language support during this intake process, we are able to access the HLIS in the parents' native language using the Department of Education website. In addition, our ESL teacher is also able to communicate in Spanish. We also have staff members who can speak Arabic, Italian, Korean, and Russian. 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 formal initial assessment takes place. Within the first ten days of being enrolled at our school, the child is administered the Language Assessment Battery-Revised (LAB-R) by the ESL teacher, Kate Gioia, to establish the English proficiency level. Students who score below proficiency on the LAB-R become eligible for state-mandated services for ELLs. For Spanish-speaking ELLs who score below proficiency on the LAB-R, the Spanish LAB will be administered. These are the steps followed in our school for the initial identification of ELLs.

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.

To ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL) our ESL teacher provides the Parent Orientation meeting (for those parents whose children are eligible for ELL services) within ten school days of the student being admitted into the NYC public school system. 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. Our outreach plan to inform the parents includes one-on-one meetings, phone conversations, and through informational packets. The ESL teacher sends home a "letter of entitlement" in the parents' native language in which she invites the parents to attend the Parent Orientation meeting. The timeline for all of this to take place is within ten school days of the student being admitted into the NYC public school system. The ESL teacher has access to a SMART BOARD and uses this at the Orientation Meeting. The parents watch the "Parent Orientation Video" from Office of ELLs in which the Chancellor speaks in their native language regarding all three program choices. For those parents who have previously chosen a Transitional Bilingual or Dual Language program, when the program becomes available, the ESL teacher or the Parent Coordinator will contact the parents with the help of the staff who are able to communicate in the parents' native language. This is the structure in place at our school to ensure that parents understand all three program choices and are able to make an informed decision regarding which programs they want for their children.

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

Our school ensures that entitlement letters are distributed to the parents of our ELLs. Our ESL teacher downloads these forms in the students' native language from the Department of Education's website. These entitlement letters are sent home with the students in their native language and are returned to the ESL teacher signed by the parent. All Parent Surveys and Program Selection forms are returned immediately at the conclusion of our Parent Orientation meetings. Copies of the Parent Survey and Program Selection forms and the Entitlement letters are kept by the ESL teacher in her classroom. Both the original HLIS and the Parent Survey and Program Selection forms are stored inside the student's cumulative record folder and is secured in the General Office by our pupil accounting secretary.

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.

After administering the LAB-R exam to the newly enrolled ELLs, our ESL teacher scores the exam before it is packaged to be returned to our regional scoring center. The procedures followed to place identified ELL students in bilingual or ESL instructional programs is as follows. First we review the LAB-R results in order to determine the mandated number of minutes of instruction the ELL will receive. Next, we review the Parent Survey and Program Selection forms, to determine which instructional program the parents are requesting of their child. Any consultation / communication activities with parents do take place in their native language. We are fortunate to have multilingual staff at our school who are always readily available to translate in the parents' native language. Also, relatives of these such parents almost always attend our meetings and offer any/all assistance in the native language. Continued entitlement letters are distributed to those ELLs at the beginning of the school year with a "NYSESLAT Parent Report." This informs the parents that their children will continue to receive ESL services from the ESL teacher. The ESL teacher maintains these continued entitlement letter records in her classroom. These consultation/communication activities with the parents take place in their native language. The continued entitlement letters are available on the Department of Education website in the parents' native language. We also have staff at our school who are able to communicate with the parents in their native language by telephone, in writing, and one-to-one /small group meetings. All in all, we make it a priority to honor all of our parents' choices for their children. If the parent chooses a program that we currently do not have, we inform the parents that we will contact them as soon as that program becomes available.

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

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 all ELLs receive the NYSESLAT annually, the ESL teacher generates ATS reports such as the "RLER" for NYSESLAT Eligibility Roster and the "RMSR" to see the NYSESLAT Exam Report. Our ESL teacher begins to administer the Speaking portion of the NYSESLAT to each ELL one at a time beginning in May. She collaborates with other state certified staff in our school to assist in this administration of this exam. The other staff members that are selected to administer the Speaking portion of the NYSESLAT do not provide ESL instruction, and are therefore, eligible to assist her in the interview process. While the other teachers are interviewing each ELL, the ESL teacher is

nearby, scoring each response one at a time. After the Speaking portion of the NYSESLAT is complete, the other components of the exam, Listening, Reading, and Writing, are administered over a three day time span in our library. This offers a quiet and separate location for our ELLs. Our 6th graders are separated from our 7th and 8th graders within the library, as these two grade bands have separate exams to complete. Prior to the administration of each component, the ELLs receive a "TEST PASS" notifying them of the date/time/location when each component of the exam is being administered. If a student is absent for one of the components, he/she is given a day in which to "make up" the exam. These are the procedures for ensuring that all four components of the New York State English as a Second Language Achievement Test are administered.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
- After reviewing the Parent Survey and Program Selection forms for the past few years, the following is the trend in our parents' program choices. Our parents have continuously requested to have their children placed in the program model at our school, which is Freestanding ESL. In the Fall of 2012, we had three newly enrolled ELLs in our school. All three parents's program choice was Freestanding ESL. In the fall of 2013, we had two new ELLs enroll in our school. Both parents' program choice was also 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 Survey and Program Selection forms will be kept on file 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. These are the steps our school takes to bulid alignment between parent choices and program offerings.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

The ESL instruction is as follows. 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. 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 our ESL teacher who possesses Permanent New York State Certification in Teaching English to Speakers of Other Languages (TESOL). The ESL teacher also pushes-in to several academic classes, i.e. communication arts, social studies, and math and works collaboratively with the academic teachers to make the content comprehensible to enrich language development. The content areas are delivered in English.

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.

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)?

The organization of our staff ensures that the mandated number of instructional minutes is provided according to proficiency levels in our ESL program model. The licensed ESL teacher pulls ELLs out of various non-academic classes for 360 minutes per week for those ELLs that have a Beginner and Intermediate Proficiency Level as determined by the LAB-R score for newly enrolled ELLs or NYSESLAT score for those returning ELLs. The Beginner and Intermediate ELLs receive 9 periods of ESL instruction per week. Those ELLs that have an Advanced Level receive 180 minutes of ESL instruction per week, which is 5 periods of ESL instruction per week. The ELLs also attend our Extended Day Program twice a week, which is an extra 80 minutes of enrichment in English.

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

The content areas in our program model are delivered in English. 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. Our content area teachers also participate in workshop training throughout the entire school year, centered around reading and writing. The content area teachers are given tools to help assess and move the students forward in their academic progress. One example of a literacy tool that the teachers can use on a daily basis includes a Common Core aligned writing checklist. This checklist is based on the three writing purposes (narrative, opinion, and informational). The teachers meet the demands of the Common Core Learning Standards, around narrative opinion and informational writing. This enables teachers to meet their students at their current writing ability. It is a tool to help assess and move the students forward. Thus, this is a "movement tool" to help the students reach grade level standards. In addition, all teachers are also provided with a Common Core aligned curriculum for both their reading and writing instruction. The ESL teacher provides content area support for ELLs by pushing-in during the students' content area instruction and by conferencing with the content area teachers to assist whenever and wherever possible. The ESL teacher also helps the ELLs develop effective study skills in the content areas so that they can meet the demands of the Common Core Learning Standards.

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

We ensure that ELLs are appropriately evaluated in their native language throughout the year.

We have school personnel, who speak the students' native language, to facilitate and assist the ESL teacher in accomplishing this task of acting as our translators.

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

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. Throughout this whole process, our school ensures that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year.

The Communication Arts teachers use writing checklists and administer reading assessments consistently throughout the year.

The ESL teacher consistently evaluates her ELLs' speaking and listening skills through read alouds, peer dialogues, and informal conversations.

6. How do you differentiate instruction for ELL subgroups?

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

The following is a description of our we differentiate instruction for our ELL subgroups:

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 instructional plan for SIFE follows the same plan used for newcomers for this student.

Similarly, those ELLs receiving service between 4 to 6 years and our 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. 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. Our plan for former ELLs is to continue to encourage them to attend our extended day program twice a week. These students also receive two more years of testing accommodations on their State Exams, which include, extended time, bilingual dictionaries and glossaries, and separate location.

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.

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

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. One instructional strategy that teachers of ELL-SWDs use that both provides access to academic content areas and accelerate English language development is as follows. There are multiple opportunities for student driven discussion based on their class content. There are also multiple opportunities to "stop and jot" their thinking. Some materials that are resourceful include writing checklists, interactive read-alouds, and mentor texts. Mentor texts are model texts that are used during Writing Workshop as a foundation to support more rigorous writing development.

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

Our school uses curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment. We use a Common Core aligned movement tool where authentic data is measured. For example, we use writing checklists and reading progressions. The students are placed depending on their levels and next steps are derived from the next level up. For example, if a student lands at a level 3, the teacher teaches at a level 4. This is a movement tool where the teachers pull authentic data from the students and land them accordingly on the progression. This allows for flexible small group instruction. The following is the criteria used to place ELL-SWDs in ICT classes. Students are placed in ICT classes based on how well they do in class. If they are exceeding their modified promotional criteria, that is an indication that we need to be more flexible in scheduling.

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	45 minutes per day	45 minutes per day	45 minutes per day

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

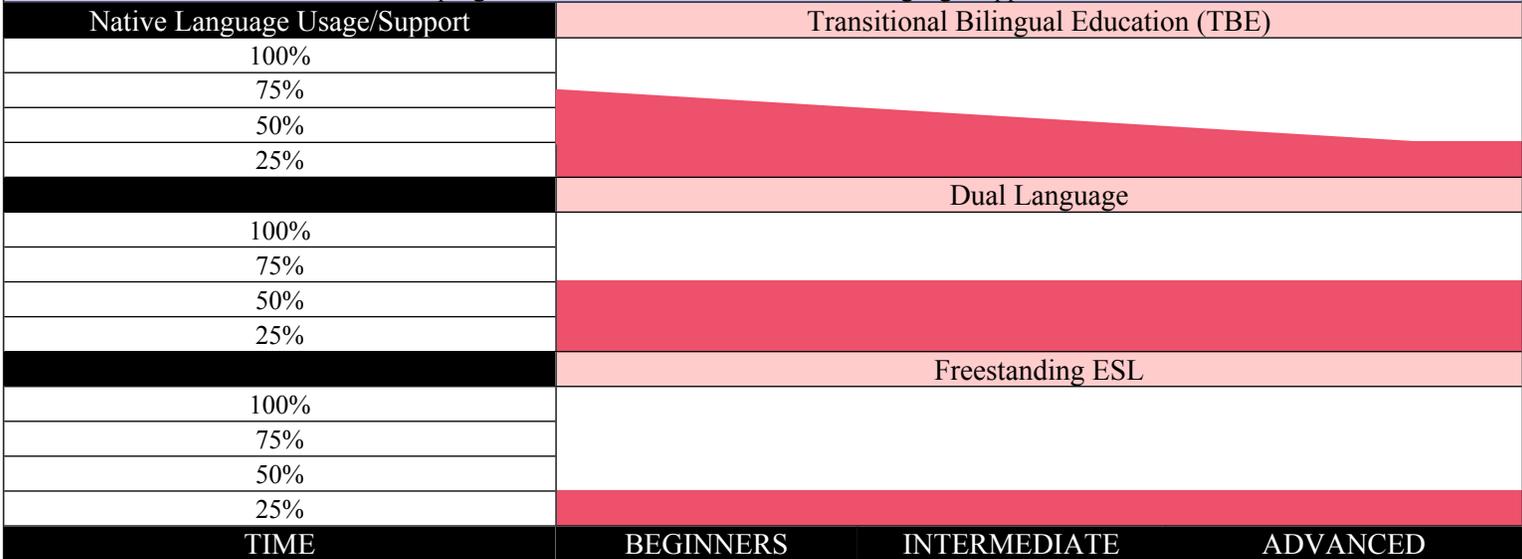
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

Instruction for ELLs regardless of subgroup is aligned with the citywide comprehensive core curriculum in literacy and state standards. One of our targeted intervention programs for our ELLs in ELA is the Workshop Model and The Balanced Literacy Approach. This program 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 use the following targeted intervention programs that are offered at our school:

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 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 and

other content areas.

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.

This range of intervention services in our school for the areas in ELA, math, and other content areas are offered in the English language. Our targeted intervention programs for ELLs in ELA, math, and other content areas includes class assessments, Performance Series, conferencing, and MoSL (Measures of Student Learning). The ELL subgroups that are targeted are those ELLs who are receiving service between 4--6 years, and our Long-Term ELLs (those who have completed 6 years of service.) We also target our newcomers, those receiving between 0 and 3 years, so that we can give as much support to them as well.

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

Our current program is differentiated and meets the individual needs of each student. Students are building upon what they are learning through scaffolding of lessons (visual, verbal, and auditory) and conferencing with their teachers, both in ESL and in the content areas. By doing this, we are meeting the needs of our ELLs in both content and language development. Our program ensures that our ELLs are constantly making progress in both their BICS (Basic Interpersonal Communication Skills) and their CALPS (Cognitive Academic Language Proficiency Skills).

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

Currently, there are no new programs considered for the upcoming school year. In terms of improvements, we want to do always do whatever is best for all of our ELLs to help them succeed both academically and socially. We will continue to encourage all of our ELLs, no matter what level of proficiency they are, to attend our Extended Day Enrichment Program, where small group instruction takes places and serves them best in succeeding in our school and in the making attainable gains in their English language development.

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

The services for ELLs prove to be highly effective in our school.

Therefore, at this time, no programs/services for ELLs will be discontinued.

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

ELLs are afforded equal access to all of our school programs in our building. We 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. Our school aligns instruction for ELLs with the citywide comprehensive core curriculum in literacy and mathematics.

We also afford equal access to all school programs through translated notices and personalized attention from ESL teachers.

Finally, our school provides all required support services according to ELLs ages, needs, and grade levels.

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

In addition to extensive leveled classroom libraries, our ELA, AIS and TESOL licensed teachers use a variety of books and materials recommended for ELL students. The following is a sampling of some of these materials:

Getting Ready for the NYSESLAT (Attanasio & Associates)

True Stories Series (Walsh)
English is Fun (Amsco)
Discovering Fiction (Cambridge)
Find the Errors (Walsh)
Dialogs & Stories (Pearson)

We also have access to SMART Boards in the classrooms that can be used in conjunction with some excellent technological resources such as: BRAIN POP (for visual/auditory aids), Discovery Education Streaming Videos, and other resources that are available to all our ELLs via our school website: www.IS75.org. Instructional materials are also used to support ELLs in the content areas. These materials include leveled material from National Geographic, Scholastic, and Achieve 3000.

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

Native Language Support is delivered through translation services (literature/notices) materials in accordance with ELLs native languages. We have translators at our school that are always available to assist our ELLs should the need arise. In addition, we have materials available in the native language for the parents of our ELLs.

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

All required support services and resources correspond to ELLs' ages, needs, and grade levels.
All the units of study in the academic subjects are aligned to the Common Core Learning Standards (CCLS).

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Before the beginning of the school year, our schools assists newly enrolled ELL students by providing an "Open House / Orientation" in August. This enables our ELLs and their parents to meet our staff members and take a "tour" of our building to alleviate any/all anxiety the students might be feeling about entering a new school. In addition, our school hosts a "Curriculum Conference" in September for grades 6 through 8. Teachers meet with the students and parents to provide important information regarding what the students will be learning throughout the academic school year. For new ELLs who enroll throughout the school year, the Assistant Principal for each grade takes any/all time needed to sit down with the parents and ELL to provide an overview of our school and assist in scheduling the student for his/her classes. The ESL teacher also meets with these newly enrolled ELLs and their parents to answer any/all questions that may arise. Our goal is to help ensure that the ELLs are comfortable and not afraid to be in a new school. We want to help them with this transition as best as possible.

18. What language electives are offered to ELLs?

The language electives that are offered to our ELLs include Spanish and Italian.
The students receive instruction in these classes throughout the seventh and eighth grade and are offered two days per week.

19. For schools with dual language programs:

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

not applicable

C. Professional Development and Support for School Staff

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

The following is a description as to how professional development and support for our school staff is offered to help better prepare our ELLs to achieve academic success throughout the year. In order to meet our CEP driven goal of providing professional development and support to content area teachers in supporting ELLs as they engage in the Common Core Learning Standards, we will continue devote faculty conferences, department meetings and additional PD time to explore resourceful ESL methodologies. We explore various topics such as: Reviewing and Using LAB-R and NYSESLAT scores as Instructional Tools, using Instructional Scaffolding Techniques (visual, verbal, and auditory), Using Multiple Strategies for Teaching the ELL Student, and Assessment and Multiple Ways to Monitor Student Progress. This is how we also provide the minimum 7.5 hours of ELL training for all staff as per Jose P.

The following is our calendar for Professional Development dates (in our Professional Learning Communities) for 2013--2014.

September 9, September 16, September 23, September 30, October 7, October 21, October 28, November 4, November 11, November 18, November 25, December 2, December 9, December 16, January 6, January 13, January 20, January 27, February 3, February 10, February 24, March 3, March 10, March 17, March 24, March 31, April 7, April 28, May 5, May 12, May 19, May 29, June 2, June 9, June 16, and June 23.

All of the targeted intervention programs described above are offered in English. 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 every November and Anniversary Day, every June. 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. Throughout the school year, our ESL teacher receives emails from the Office of English Language Learners. Within these emails, the Office of English Language Learners invites all schools throughout the city to be part of comprehensive efforts to strengthen instruction and raise achievement for English Language Learners. The ESL teacher is able to convey this information to the guidance counselor who can then participate in various professional development opportunities in order to assist our ELLs as they transition. Our school staff completes an agenda and sign in sheet for all meetings.

D. Parental Involvement

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

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. Our school partners with a Community Based Organization to provide workshops/services to ELL parents through "Teacher's College." We also refer to various branches of the New York Public Library, which offer classes for adults seeking to learn/improve their English. 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. Finally, we also foster parental involvement for parents of ELLs by giving them access to our school website at www.IS75.org. This enables the parents to see any/all homework assignments posted by the teachers, any/all upcoming events, such as Parent Teacher Conferences, PTA meetings, and High School Information night. Parents are also encouraged to use our website to communicate with all of their children's teachers as needed.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: Paulo Intermediate School 75

School DBN: 31R075

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Kenneth Zapata	Principal		11/14/13
Donna Bonanno	Assistant Principal		11/14/13
Linda Taccetta	Parent Coordinator		11/14/13
Kate Gioia	ESL Teacher		11/14/13
Ellen Ebrahim	Parent		11/14/13
Jeannine Valenti/Science	Teacher/Subject Area		11/14/13
	Teacher/Subject Area		
	Coach		
	Coach		
Lauren Castellan	Guidance Counselor		11/14/13
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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.

The data and methodology used to assess our school's written and oral interpretation needs of the parents in our school community takes place through our Parent Orientation sessions (that are on-going throughout the school year), Curriculum Conferences (that take place in September), and through our Assistant Principals (who consistently meet with all parents at the time of initial enrollment in our school.) When parents first enroll their child in our school, our pupil accounting secretary contacts our ESL teacher so that the ESL teacher can administer the Home Language Identification Survey (HLIS). Our ESL teacher possesses Permanent Certification in Teaching English to Speakers of Other Languages (TESOL). Our ESL teacher is notified about this new admit immediately 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. The HLIS is maintained in the ELLS cumulative record folder and is secured in our Main Office.

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. All of this information is recorded in ATS. The ESL teacher ensures that the parent choice information is recorded in the ELPC screen in ATS (within 20 school days of enrollment), including the date of LAB-R administration, whether the parent was provided with information about ELL programs, which program the parent chose, and in which program the student was placed. Any/all information completed by parents at the time of initial enrollment is maintained in a secure location within our general office inside the ELL's cumulative record folder. This folder includes their emergency card and Home Language Identification Survey.

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.

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, Spanish, Chinese, Italian, Polish, Urdu, and Tagalog. Our total ELL population consists of 21 students. Of these, 15 are receiving mandated ESL services and 6 are X coded. The number of ELLs is 7 students in grade 6. The languages include: 3 Arabic, 1 Italian, 1 Urdu, and 2 Polish. There are 5 ELL students in grade 7. The languages spoken include: 3 Arabic, 1 Spanish, and 1 Albanian. In grade 8, we have 9 students. The languages spoken include: 2 Chinese, 2 Italian, 1 Urdu, 2 Arabic, 1 Albanian, and 1 Tagalog. These students come from diverse backgrounds and speak a variety of languages. The total number of languages spoken is 8. These findings were reported to the school community. The ESL teacher reports these findings to the Principal and Assistant Principals. In addition, the ESL teacher contacts each teacher of ELLs to report these major findings as well.

Part B: Strategies and Activities

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

The written translation services that our school will provide in meeting the identified needs indicated in Part A is as follows.

Our school will use translated materials (brochures, DVDs, Home Language Identification Services, etc.) provided by the Office of ELLs on the Department of Education website. Throughout this website we are able to ensure timely provision of translated documents to parents determined to be in need of language assistance services. In addition to this resource, we are able to provide written translation services offered by the Translation and Interpretation Unit. This Unit enables us to translate critical communication in a timely manner, in each of the covered languages; and work with the office responsible for the critical communication to make such translations available to the schools. Finally, written translation services will also be provided in-house by school staff and/or parent volunteers throughout the entire school year. These documents (Parents Bill of Rights, Interpretation notice signs) and plans (school safety plan procedures) are provided to parents and students in two ways. The first way these documents are provided is through a hard copy and parents have to sign acknowledgement notices. The second way these documents are provided is through our website: www.IS75.org.

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.

Whenever possible, oral interpretation services will be provided in-house by our school staff and/or parent volunteers to meet the identified needs indicated in Part A. We will also provide oral interpretation services offered by the Translation and Interpretation Unit as needed. We are also prepared to inform the parents in a number of ways, including one-on-one meetings and through phone conversations. 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. Depending upon availability, such oral interpretation services may be provided either at the location where the parent is seeking to communicate or by telephone.

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>.

Our school will fulfill the regulations regarding parental notification requirements for translation and interpretation services. First, our school has posted in various conspicuous locations throughout our building, especially at or near the primary entrance, a sign in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services. We are able to get these translated signs, in the covered languages, at www.schools.nyc.gov/Offices/Translation/TipsandResources. In addition, the ESL teacher will give each parent the Department of Education's website, which shall provide information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services. This website also

informs parents that they shall provide interpretation services, to the maximum extent practicable within the budget appropriated for such services, during regular business hours, to parents whose primary language is a covered language and who request such services in order to communicate with school staff and school officials regarding critical information about their child's education.