

**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**  
**UPDATED 2014-2015**

**School Name:** PAULO INTERMEDIATE SCHOOL 75

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

**Principal:** KENNETH ZAPATA

**Principal Email:** [KZAPATA@SCHOOLS.NYC.GOV](mailto:KZAPATA@SCHOOLS.NYC.GOV)

**Superintendent:** ANTHONY LODICO

**Network Leader:** GREG BOWEN

## School Leadership Team (SLT) Signature Page

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature
Kenneth Zapata	*Principal or Designee	
Rose Crowley	*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/ Staff	
Mary Jean Childs	Member/ Staff	
Dianne Antonino	Member/ Staff	
Lisa Alvinez	Member/ Staff	
Kim Sperrazza	Member/ Parent	
Margaret Marrone Pamela Curcio Adrienne Lagressa Nancy Bello Beth Bernstein	Member/ Parent	

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

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

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

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

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

## **School Receiving Title I Funds**

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

## CEP Checklist

### **All Schools**

Indicate using an "X" in the box to the left of each section that the section has been completed

	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ 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)
	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Plan (Only for schools receiving Title I funding)</b>
	<b>Parent Involvement Policy (PIP)</b>

## 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 2015 the instructional focus of improving student to student discussion will encourage our students to become more active learners across all disciplines. The implementation of this goal will result in a 3% gain of students performing at level 3 or 4 on the NYS English Language Arts Exam and 3% 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.

In response to the Citywide Instructional Expectations for 2015, the Common Core Learning Standards, and our school's Quality Review Report for 2013-2014, educators and supervisors are expected to promote the use of teaching strategies, linked to the Danielson Framework for Teaching, that enable all staff to further develop questioning and discussion practices to extend student learning and result in high quality work products. Our instructional focus was created as a priority to integrate multiple initiatives into a cohesive approach, with a goal to strengthen student achievement. Questioning and discussion is embedded in our school's needs to have our students become more active learners. This school wide focus will allow teachers, students and parents to cohesively and actively participate in the school's goal-setting process, comprehensive education plan, teacher and administrator goals, and decisions about resources. Administrators and teachers will be using the work of the school, including school-wide professional development plans, the observation and feedback cycle, and communication with families to understand the steps needed to reach the level of performance that the Common Core demands and create systemic "best practice" strategies in all classrooms.

This work has grown after collectively examining multiple sources of information, including the School Quality Guide and prior Progress Reports, our Quality Review Report from 2013-2014, our Learning Environment Survey, the Citywide expectations, Danielson and informal and formal observations. This information helped to reveal the strengths and needs of our students. In some classrooms, teachers were dominating the questioning and direction of the discussion. This practice did not allow all students to have true ownership of their learning and allow students to extend their thinking.

### 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 video, DOK questioning templates, and professional resources that support the expectations of the Danielson Framework, specifically 3b, questioning and discussion. These resources will be available for teachers of all subject areas in a shared file that will be posted on Google Drive.
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 improve their questioning technique. The team will work on creating a bank of questions that can be used across the disciplines. Questions will be of consistently high quality, with adequate time for students to respond and will allow for students to formulate their own questions.
3. The Instructional Team will also collectively create a variety of video resources to model for teachers highly effective student discussion. The videos will consist of a variety of subject classes and situations that will lend itself to student to student discussion. Teachers will be able to observe students assuming considerable responsibility for the success of the discussions, initiating topics and making unsolicited contributions. Student themselves ensure that all voices are heard in the discussion.
4. As participants in the Learning Partners Program, members of the instructional cabinet, leadership team and teachers make on site visits to our partner schools. Our principal will participate in leadership coaching to strengthen his own knowledge and abilities. Experienced school leaders will model and share successful strategies and innovative practices. Over time, by identifying and sharing what works best for our children, teachers can make improvements and increase educational opportunities. The Learning Partner Program will allow our school to strengthen and enrich our understanding of what effective teaching looks like by actively observing our partner schools, engaging in professional and meaningful discussion about best practices, and receiving critical, informal feedback on our instructional focus of questioning and discussion techniques. The team will turnkey and disseminate pertinent information to their respective departments.
5. Using the data gathered from the DRP, On Demand Writing, and Performance Tasks, and Prosper, teachers will study successes and failures of the data to determine a plan of action to better meet the needs of our students. 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.
6. Teacher teams across the content will meet on a monthly basis to collaborate on best practices and look at student work together as a team. 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.

7. 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 questioning and discussion videos, DOK Questioning templates; Danielson Framework.
2. Personnel: Instructional Team members, Teachers, Supervisors. Resources: Feedback from Quality Review. Personnel: Teachers. Resources: Danielson Framework
3. Personnel: Instructional Team members, Teachers, Supervisors. Resources: Performance Tasks, videos from various websites.
4. Personnel: Learning Partner Team members, Teachers, Supervisors, Model Teachers, Partner Schools. Resources: shared exemplary practices and informal feedback.
5. Personnel: Teachers. Resources: Curriculum from each content area, DRP, On Demand Writing, and Performance Tasks, and Prosper Data.
6. Personnel: Teachers. Resources: Common Core Learning Standards.
7. 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 use of strategies and techniques, the ease of use of resources posted on Google Drive, and how many people are using the video resources. 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 view videos and discuss best practices observed regarding 3b. Teachers will implement best practices, reflect, and share their findings with their colleagues.
4. The Learning Partners team will meet regularly to discuss findings and next steps.
5. Cross content teachers will take time during their monthly meeting to discuss whether the discussion strategy that was implemented was effective and whether the goals were met.
6. Teacher teams will apply the questioning and discussion 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.
7. 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. September-June, ongoing.
3. September-June, ongoing.
4. September-June, monthly.
5. September-June, ongoing.
6. September-June, ongoing.
7. 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. Instructional Team and/or PLC/common planning meetings
4. Learning Partners Team meeting and on-site visits
5. Monday and Tuesday PLC, common planning periods.
6. Monday PLC meeting.
7. 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, pupilpath.org, Facebook, Twitter 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 Parent-Teacher conferences 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 2015, samples of the common-core aligned performance task and samples of exemplary student work on the Common Core-aligned tasks will be will be

made available for parents to review during a parent Literacy Night and via our school website.

- By late spring-summer 2015, parent leadership will be made aware of curriculum development for the following school year and of any changing expectations for 2015-2016.
- Parents are strongly and regularly encouraged to set up a Pupil Path Account and 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.
- The Skedula system (Pupil Path) allows for 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 #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 2015, the 2013-2014 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 implementation of this goal will result in a 3% gain of students performing at level 3 or 4 on the NYS English Language Arts Exam and 3% 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 2014-2015, the Common Core Learning Standards, the Danielson Frameworks, 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. New units of instruction must be prepared, implemented and reflected upon to ensure that all students are 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. Teachers and administrators will also utilize PLCs to turnkey pertinent differentiation strategies observed in partner visits with the Learning Partners program.

This work has grown out of the needs assessed collectively by the city through the last several years and as a result of inconsistent growth on our ELA exam. In addition, we are seeking to respond to the minimal increase in level 3 or 4 NYS ELA exam scores from 2014 to 2015.

- Math 2013 level 3 or 4: 47.5%
- Math 2014 level 3 or 4: 52.8% (increase of 5.3%)
- ELA 2013 level 3 or 4: 42.2%
- ELA 2014 level 3 or 4: 44.1% (increase of 1.1%)

### **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 collectively created 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. It is a living document that is re-evaluated and modified according to feedback from our teachers.
2. The Instructional Team will continue to take the next steps provided from the Quality Review and implement a plan of action for all staff members across content areas 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, plan groups to differentiate 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. Members of the Learning Partners team will turnkey differentiated instruction strategies observed at their partner schools during PLCs and common planning periods.
7. Our school Library/Media Center will support teachers, with the assistance of our Media Specialist, Mary Tomes, to access electronic documents using the computer lab, facilitate professional development with teachers using our school's website (IS 75.org) and assist students and teachers in research through our book lending system.

#### **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: Learning Partner team members, teachers, administrators. Resources: Examples of differentiation strategies from partner schools.
7. 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 meetings 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. Teachers will implement differentiated instruction strategies discussed and reflect upon the successes and failures of implementation to modify these practices for future use.
7. 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. September-June, ongoing.
3. September-June, ongoing.
4. September-June, monthly.
5. September-June, ongoing.
6. September-June, ongoing
7. 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. PLC, common planning periods.
4. PLC meeting.
5. PLC, common planning periods.
6. Learning Partner visits, PLC, common planning periods.
7. 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, puplipath.org, Facebook, Twitter 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 Parent-Teacher conferences in September where they will be informed about the Common Core Learning Standards. Teachers will outline and explain 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 2015, 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 2015, parent leadership will be made aware of curriculum development for the following school year and of any changing expectations for 2015-2016.
- Parents are strongly and regularly encouraged to set up a Pupil Path Account and 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 and 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.
- The Skedula system (Pupil Path) allows for parents to access their child's 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.

By June 2015, teachers will participate in various professional development trainings to understand the new system of teacher evaluation and development. The implementation of this goal will result in a 3% 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 Instruction Expectations 2015, the Common Core Learning Standards, the 2014-15 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 8 competencies that they are rated. 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 to reach the higher standards as outline in the CCLS.

This work has grown out of an effort to continue to increase our level 3 or 4 NYS ELA and Math exam scores from 2014 to 2015.

- Math 2013 level 3 or 4: 47.5%
- Math 2014 level 3 or 4: 52.8% (increase of 5.3%)
- ELA 2013 level 3 or 4: 42.2%
- ELA 2014 level 3 or 4: 44.1% (increase of 1.9%)

#### **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. 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. As participants in the Learning Partners Program, members of the instructional cabinet and leadership team make on site visits to our partner schools. Our principal will participate in leadership coaching to strengthen his own knowledge and abilities. Experienced school leaders will model and share successful strategies and innovative practices. Over time, by identifying and sharing what works best for our children, teachers can make improvements and increase educational opportunities. The Learning Partner Program will allow our school to strengthen and enrich our understanding of what effective teaching looks like by actively observing our partner schools, engaging in professional and meaningful discussion about best practices, and receiving critical, informal feedback on our instructional focus of questioning and discussion techniques. The team will turnkey and disseminate pertinent information to their respective departments.
3. 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. Data will be used through the interim markers such as: quarterly assessments, uniform tests through Prosper, and the benchmark assessments such as Degrees of Reading Power and the Writing Continuum used in ELA.
4. 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.
5. 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.
6. As participants in MSQI, Middle School Quality Initiative, Tiered professional development in each of the core pillars of the initiative will target the specific needs of our school's faculty and staff to help build our school's capacity to implement the Middle School Quality Initiative's research-based middle grades practices.
7. 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: Instructional Team members. Resources: Sample questioning and discussion videos, DOK Questioning templates; Danielson Framework.
2. Personnel: Learning Partner Team members, Teachers, Supervisors, Model Teachers, Partner Schools. Resources: shared exemplary practices and informal feedback.
3. Personnel: Instructional Team members, Teachers, Supervisors. Resources: Feedback from observations, quarterly assessments, uniform tests through Prosper, and the benchmark assessments such as Degrees of Reading Power and the Writing Continuum used in ELA.
4. Personnel: All staff members. Resources: Danielson Framework
5. Personnel: School Leaders and Teachers. Resources: Teacher Evaluation Forms through ADVANCE website, lesson plans, student work.
6. Personnel: School Leaders and Teachers. Resources: MSQI literacy supports, and MSQI intervention specialist.
7. 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. The Learning Partners Team will host partnering school visits to provide informal feedback on their observations and findings. Suggestions and next steps will be offered for future improvements.
3. Supervisors will not only provide feedback on specific competencies, but also reflect on whether suggestions from previous observation feedback have been implemented.
4. 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.
5. 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.
6. After administration of DRP and intervention supports, teacher team meetings will be used to build school-wide awareness of student literacy, organize data by class and share with all teachers (ELA, Math, SS, SCI, guidance, etc.). Teachers will identify overall trends and analyze the data to determine progress and next steps.
7. 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. Instructional Team and/or PLC/common planning meetings
2. Learning Partners Team meeting and on-site visits
3. Instructional Team, observations and walk-throughs
4. Instructional Team and/or PLC/common planning meetings
5. Monday and Tuesday PLC, common planning periods.
6. Monday and Tuesday PLC, common planning periods..
7. 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, pupilipath.org, Facebook, Twitter 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 Parent-Teacher conferences 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 2015, 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 2015, parent leadership will be made aware of curriculum development for the following school year and of any changing expectations for 2015-2016.
- Parents are strongly and regularly encouraged to set up a Pupil Path Account and 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.
- The Skedula system (Pupil Path) allows for 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.

<b>x</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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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 #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.

By June 2015, the school's annual attendance rate will increase by 1% from the previous year. We will campaign to increase parent and student awareness that students who are absent or arrive late cannot derive the full benefits of the school's academic and social curriculum. This will be accomplished through the use of our online gradebook and website, School Messenger, parent meetings, phone contact and attendance incentives.

### 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.

In response to the Citywide Instructional Expectations for 2015, the Common Core Learning Standards, and our school's Quality Review Report for 2013-2014, educators and supervisors are expected to stress the importance of each student's presence on a daily basis. Student absence may have a negative impact on the students' progress and achievement, and may hinder the teacher's ability to close the achievement gap for students who are chronically absent. Closing the achievement gap will help high-need students succeed and become high school, college, and career ready. Absence may also negatively impact the student's social development, as we seek to prepare students to become more responsible as they transition into high school. Reflecting on our attendance rate (approaching target – 94%) we will seek to develop and promote both academic and social attendance incentives to increase our attendance rate by 1%. As the Common Core and associated rigor is evident across all major content areas, the challenges facing students with excessive absence in keeping up with their grade-level peers will continue to grow exponentially and will only widen the achievement gap between these groups over time.

This work has grown out of an effort to continue to increase our attendance level from 2014 to 2015.

- 2013-2014 Attendance rate = 94% (approaching target)
- Chronic absenteeism: Students With Less Than 90% Attendance (n = 1360) 16.3%

### 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. Increase our channels of communication to parents through social media and other internet-based resources. We will improve parent awareness of important dates regarding upcoming assessments and school events on our school website, Pupil Path, on our Facebook page and on Twitter. Invitation to social events, such as school dances and grade-wide trips are contingent upon rate of attendance. We will continue to utilize our Parent-Coordinator for additional parent outreach.
2. Use the contractual additional time for Parent Teacher Conferences to increase parent awareness of the importance of being present and on time. The September conference was focused on curriculum, where teachers explained and exemplified the rigor and expectations of each subject area, including non-academics, and stressed how attendance is vital in enabling a deeper understanding of the Common Core Learning Standards. Subsequent conferences will address any attendance/lateness problems. Teachers will monitor parent attendance during conferences and correspond with parents not in attendance.
3. Interdisciplinary Team members will meet monthly to discuss student attendance problems. Team members will develop an action plan for each individual student, involving Guidance, Administration, appropriate Service Providers and/or the Parent-Coordinator if necessary. Special attention will be devoted to chronic absenteeism.
4. Teachers will use Tuesday PLCs to correspond with parents via phone calls, emails, through Pupil Path, or scheduled conferences to discuss individual student absences/lateness and develop a course of action for subsequent improvement with parent input.
5. Incentives for perfect attendance and improved attendance will be advertised through various channels, including PA announcements, postings on Pupil Path, is75.org, Facebook and Twitter, "School Messenger" and PTA meetings. Such incentives include whole-class pizza parties, monthly prize drawings for perfect attendance, invitations to school dances, trips and events, and end-of-the-year awards and trips for perfect attendance.
6. A focus on increased academic rigor and the need to be present will be evident in all classrooms. Common planning and PLCs, coupled with feedback from observations based on the Danielson Framework allow for teachers to jointly decide on the level of rigor that students and parents should expect on a daily basis. Occasional and chronic absenteeism may hinder student progress, as students engage in daily rigorous tasks.

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

1. Personnel: Teachers, Administrators, Parent-Coordinator. Resources: Attendance records, social media, internet-based resources
2. Personnel: Teachers and administrators. Resources: Attendance records, grade books
3. Personnel: Interdisciplinary Team Members, Guidance Counselors, Parent-Coordinator, and Administrators. Resources: Attendance records
4. Personnel: Teachers, Resources: Attendance records, grade books
5. Personnel: all school personnel. Resources: social media, prizes

6. Personnel: Teachers, administrators; Danielson Framework
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
<ol style="list-style-type: none"> <li>1. Monitor activity of parents on Pupil Path and followers on Facebook and Twitter. Identify target students with a high percentage of lateness or absences to check for improvement with more channels of communication.</li> <li>2. Identify target students with a high percentage of lateness or absences to check for attendance and academic improvement after correspondence with parents.</li> <li>3. Identify target students with a high percentage of lateness or absences to check for attendance and academic improvement after development of action plan. Modify action plan if necessary.</li> <li>4. Identify target students with a high percentage of lateness or absences to check for attendance and academic improvement after correspondence with parents.</li> <li>5. Monitor attendance patterns during incentive periods. If attendance increases, encourage student(s) to stay on current path.</li> <li>6. Check for correlation of assessments results with student attendance.</li> </ol>
<b>D. Timeline for implementation and completion including start and end dates</b>
<ol style="list-style-type: none"> <li>1. September-June; ongoing. Facebook/Twitter: December-June; ongoing.</li> <li>2. Parent Teacher conferences-September, November, February, May; September-June; ongoing</li> <li>3. September-June; ongoing</li> <li>4. September-June; ongoing</li> <li>5. September-June; ongoing. Facebook/Twitter: December-June; ongoing.</li> <li>6. September-June; ongoing.</li> </ol>
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
<ol style="list-style-type: none"> <li>1. Tuesday PLCs (parent communication); Interdisciplinary Team Meetings</li> <li>2. Parent-Teacher Conferences; attendance and anecdotal records in Pupil Path</li> <li>3. Monday PLCs</li> <li>4. Tuesday PLCs</li> <li>5. School events (during and after school)</li> <li>6. Common Planning, PLCs</li> </ol>

**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).
<p>Inform families via our school's website IS75.org, pupilpath.org, Facebook, Twitter 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.</p> <ul style="list-style-type: none"> <li>• Families will be invited to Parent-Teacher conferences 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.</li> <li>• By spring 2015, 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.</li> <li>• By late spring-summer 2015, parent leadership will be made aware of curriculum development for the following school year and of any changing expectations for 2015-2016.</li> <li>• Parents are strongly and regularly encouraged to set up a Pupil Path Account and 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.</li> <li>• Our PTA holds monthly meetings to communicate with parents what is going on in the school and engage families in the school community.</li> <li>• The "School Messenger" system is used to communicate with parents on important school information.</li> <li>• The Skedula system (Pupil Path) allows for parents to access their child classroom data (i.e. exam scores and missing homework) as their child's teacher continuously updates the information.</li> </ul>

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
<b>X</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.										
TL FSF for technology and staff to assist with parental contact.										

## 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.

### **Comprehensive Needs Assessment**

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

### **Instructional Strategies/Activities**

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

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

1.

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

1.

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

1.

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

1.

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

1.

### **Strategies to Increase Parental Involvement**

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

### **Budget and Resource Alignment**

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

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

### Academic Intervention Services (AIS)

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

**Description**

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	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 Asperger 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.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 11.DRP - 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 14.New York State Alternately Assessed (NYSAA)- Geared towards students' level of capabilities for all major subject areas 15.PPT team sessions- Monthly meetings with a focus on concerns for specific students.	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 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.For small group, extended day program 11.Whole class 13.Whole class with a focus on struggling learners 14.Self-contained class with one teacher and multiple para-professionals 15.Team of administrators, teachers and service provider	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
<b>Mathematics</b>	1.ICT Classes- Inclusion of SWD with general education students 2.Resource Room- SETSS; Support for SWD in general education classes	Whole class; 2 teachers (1 general ed, 1 special ed) providing specific supports to SWD 2.Push-in with whole class but specific	During the school day 2.During the school day 3.During the school day 4.During the school day

	<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 Asperger</p> <p>5.D75 program- Inclusion of SWD with general education students</p> <p>6.Wilson- SWD students</p> <p>7.Extension classes- Focus on ELA and Math</p> <p>8.Test Prep- Focus on ELA and Math</p> <p>9.Beacon Program- For struggling students</p> <p>10.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>11.DRP - Used to benchmark students and target areas of concern and gaps in comprehension.</p> <p>13.Middle School Quality Initiative (MSQI)- Support for teachers with struggling learners</p> <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>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>6.1 to 1</p> <p>7.Small group of SWD</p> <p>8.Small group</p> <p>a. After school: level 1 and 2 students</p> <p>b. Saturday: open to students of all levels</p> <p>9.Small group test prep and/or tutoring</p> <p>10.For small group, extended day program</p> <p>11.Whole class</p> <p>13.Whole class with a focus on struggling learners</p> <p>14.Self-contained class with one teacher and multiple para-professionals</p> <p>15.Team of administrators, teachers and service provider</p>	<p>5.During the school day</p> <p>6.During the school day</p> <p>7.During the school day</p> <p>8.After school and on Saturday mornings</p> <p>9. After school and on Saturday mornings</p> <p>10. Tuesday and Wednesday after school</p> <p>11. During the school day</p> <p>12. During the school day</p> <p>13. During the school day</p> <p>14. During the school day</p> <p>15. Monthly during the school day</p>
<p><b>Science</b></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 Asperger</p> <p>5.D75 program- Inclusion of SWD with general education students</p> <p>6.Wilson- SWD students</p> <p>7.Extension classes- Focus on ELA and Math</p> <p>8.Test Prep- Focus on ELA and Math</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>6.1 to 1</p> <p>7.Small group of SWD</p> <p>8.Small group</p> <p>a. After school: level 1 and 2 students</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.During the school day</p> <p>8.After school and on Saturday mornings</p> <p>9. After school and on Saturday mornings</p> <p>10. Tuesday and Wednesday after school</p> <p>11. During the school day</p> <p>12. During the school day</p> <p>13. During the school day</p> <p>14. During the school day</p>

	<p>9.Beacon Program- For struggling students</p> <p>10.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>11.DRP - Used to benchmark students and target areas of concern and gaps in comprehension.</p> <p>13.Middle School Quality Initiative (MSQI)- Support for teachers with struggling learners</p> <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>b. Saturday: open to students of all levels</p> <p>9.Small group test prep and/or tutoring</p> <p>10.For small group, extended day program</p> <p>11.Whole class</p> <p>13.Whole class with a focus on struggling learners</p> <p>14.Self-contained class with one teacher and multiple para-professionals</p> <p>15.Team of administrators, teachers and service provider</p>	<p>15. Monthly during the school day</p>
<p><b>Social Studies</b></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 Asperger</p> <p>5.D75 program- Inclusion of SWD with general education students</p> <p>6.Wilson- SWD students</p> <p>7.Extension classes- Focus on ELA and Math</p> <p>8.Test Prep- Focus on ELA and Math</p> <p>9.Beacon Program- For struggling students</p> <p>10.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>11.DRP - Used to benchmark students and target areas of concern and gaps in comprehension.</p> <p>13.Middle School Quality Initiative (MSQI)- Support for teachers with struggling learners</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>6.1 to 1</p> <p>7.Small group of SWD</p> <p>8.Small group</p> <p>a. After school: level 1 and 2 students</p> <p>b. Saturday: open to students of all levels</p> <p>9.Small group test prep and/or tutoring</p> <p>10.For small group, extended day program</p> <p>11.Whole class</p> <p>13.Whole class with a focus on struggling learners</p> <p>14.Self-contained class with one teacher and multiple para-professionals</p> <p>15.Team of administrators, teachers and service provider</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.During the school day</p> <p>8.After school and on Saturday mornings</p> <p>9. After school and on Saturday mornings</p> <p>10. Tuesday and Wednesday after school</p> <p>11. During the school day</p> <p>12. During the school day</p> <p>13. During the school day</p> <p>14. During the school day</p> <p>15. Monthly during the school day</p>

	<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><b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b></p>	<p>Provided by the Guidance Counselor:</p> <ol style="list-style-type: none"> <li>guidance session;</li> <li>Cohesion Assemblies.</li> <li>PPT team sessions</li> <li>parental contact</li> <li>attendance/truancy issues</li> </ol> <p>Provided by the School Psychologist:</p> <ol style="list-style-type: none"> <li>Small group guidance sessions as needed; 1 to 1 counseling as needed.</li> <li>Testing and parental contact</li> </ol> <ol style="list-style-type: none"> <li>PPT team sessions</li> <li>Ongoing teacher consultations regarding student's academic achievements and behavior issues</li> </ol> <p>Provided by the Social Worker:</p> <ol style="list-style-type: none"> <li>Small group guidance sessions; 1 to 1 counseling as needed</li> <li>DARE program</li> <li>School Assessment Team</li> <li>PPT team sessions</li> <li>peer mediation</li> <li>parental contact</li> <li>student observations</li> <li>Social work counseling</li> <li>Crisis counseling</li> </ol> <p>Health Related Services:</p> <ol style="list-style-type: none"> <li>Adaptive Physical Education program for limited mobility students</li> <li>occupational therapy</li> <li>physical therapy</li> <li>nursing</li> <li>vision services</li> <li>hearing services</li> </ol>	<p>Provided by the Guidance Counselor:</p> <ol style="list-style-type: none"> <li>Small group; 1 to 1 counseling as needed.</li> <li>Full grade.</li> </ol> <p>Provided by the School Psychologist:</p> <ol style="list-style-type: none"> <li>Small group guidance sessions as needed; 1 to 1 counseling as needed.</li> </ol> <p>Provided by the Social Worker:</p> <ol style="list-style-type: none"> <li>Small group; 1 to 1 counseling as needed</li> <li>Small group</li> <li>1 to 1; parental involvement as needed</li> <li>1 to 1; parental involvement as needed</li> </ol> <p>Health Related Services: All: small group or 1 to 1</p>	<p>All: During the school day</p>

**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 *TAS 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.			
	<b>School Wide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>x Non-Title I</b>

**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.

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**Parent Involvement Policy (PIP)**

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> 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 1<sup>st</sup> 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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>31</b>	Borough <b>Staten Island</b>	School Number <b>075</b>
School Name <b>Frank D. Paulo Intermediate</b>		

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

Principal <b>Kenneth Zapata</b>	Assistant Principal <b>Donna Bonanno</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Kate Gioia</b>	Guidance Counselor <b>Lauren Castellan</b>
Teacher/Subject Area <b>Jeannine Valenti / Science</b>	Parent <b>Ellen Ebrahim</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Linda Taccetta</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team)	Other <b>type here</b>

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>1343</b>	Total number of ELLs	<b>21</b>	ELLs as share of total student population (%)	<b>1.56%</b>
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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														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
Pull-out							7	7	8					22
SELECT ONE														0
<b>Total</b>	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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	10			4		3	7		4	21

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	10	0	0	4	0	3	7	0	4	21
Number of ELLs who have an alternate placement paraprofessional: <u>2</u>										

**C. Home Language Breakdown and ELL Programs**

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

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	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	
<b>TOTAL</b>	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
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>7</b>	<b>5</b>	<b>9</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>21</b>

## 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
Intermediate(I)							1	1	1					3
Advanced (A)							6	3	6					15
Total	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>7</b>	<b>5</b>	<b>9</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>21</b>

**NYSESLAT Modality Analysis**

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

**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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](http://a4esl.org.com) to use students native language as a resource. At IS75 we evaluate student success through the NYSESLAT and other formal assessments (NYS ELA and NYS Math Test). As we analyze our programs, we notice that our ELL students are performing at grade level. In addition, as our ELL students take assessments in English their results put them academically with other English speaking students in their classes.

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 [AMAQ 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:

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

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

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:

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

The 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 6<sup>th</sup> graders are separated from our 7<sup>th</sup> and 8<sup>th</sup> 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 build 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:			

### 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

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

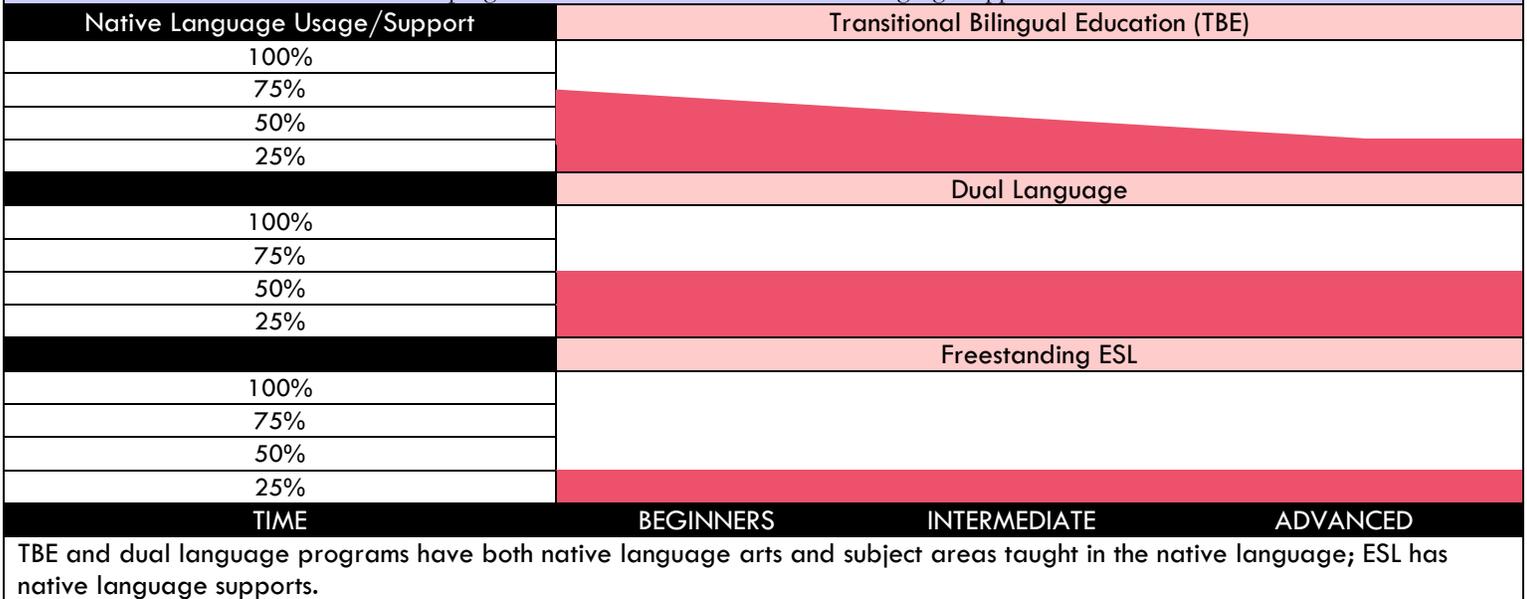
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

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

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



## 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](http://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](http://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**

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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**

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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](http://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](http://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.