

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**School Name:**                       **I.S. 075 FRANK D. PAULO**

**Principal:**                              **KENNETH ZAPATA**

## Comprehensive Educational Plan (CEP) Outline

**Section 1: School Information Page**

**Section 2: School Leadership Team (SLT) Signature Page**

**Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)**

**Section 4: CEP Overview**

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

**Section 6: Academic Intervention Services (AIS)**

**Section 7: Title I Program Information**

**Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**

**Section 1: School Information Page**

**School Information**

School Name: Paulo Intermediate School 75 School Number (DBN): 31R075  
Grades Served: 6,7,8  
School Address: 455 Huguenot Avenue  
Phone Number: 718-356-0130 Fax: 718-984-5302  
School Contact Person: Danielle Martinson Email Address: \_\_\_\_\_  
Principal: Kenneth Zapata  
UFT Chapter Leader: Rose Crowley  
Parents' Association President: Ellen Ebrahim  
SLT Chairperson: Bob Meraglia  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): \_\_\_\_\_  
Student Representative(s): \_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: 31 Superintendent: Anthony Lodico  
Superintendent's Office Address: 715 Ocean Terrace, Staten Island, NY 10301  
Superintendent's Email Address: [alodico@schools.nyc.gov](mailto:alodico@schools.nyc.gov)  
Phone Number: 718- 420-5657 Fax: 718-420-5677

**Borough Field Support Center (BFSC)**

BFSC: 31 Director: Kevin Moran  
Director's Office Address: 715 Ocean Terrace, Staten Island, NY 10301  
Director's Email Address: [Kmoran2@schools.nyc.gov](mailto:Kmoran2@schools.nyc.gov)  
Phone Number: 646-450-4107 Fax: 556-8375

## Section 2: School Leadership Team (SLT) Signature Page

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
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 (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Mary Jean Childs	Member/ Financial Liaison	
Dianne Antonino	Member/ Staff	
Lisa Alvinez	Member/ Staff	
Robert Meraglia	Member/ Staff	
Margaret Marrone	Member/ Parent	
Pamela Curcio	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Kim Sperrazza	Member/ Parent	
Adrienne Lagressa	Member/ Parent	
Nancy Bello	Member/ Parent	
Beth Bernstein	Member/ Parent	
	Member/	
	Member/	

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

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

#### **Strong Schools, Strong Communities**

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

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

#### **The Framework for Great Schools and CEP Development**



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

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

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

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

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

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

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

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

## The Quality Review and the Framework for Great Schools

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

### NYCDOE's Quality Review (QR)

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

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

### Title I Requirements and Strengthening Title I Parent Involvement

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

## Section 4: CEP Overview

Develop a narrative summary that includes:

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

IS 75 is a middle school with 1,358 students from grade 6 through grade 8. The school population comprises 2% Black, 11% Hispanic, 79% White, and 8% Asian students. The student body includes 1% English language learners and 21% special education students. Boys account for 53% of the students enrolled and girls account for 47%. The average attendance rate for the school year 2014 - 2015 was 95.2%.

At Paulo Intermediate School, creating and maintaining the highest educational climate possible is a priority and it is promoted with excellence in teaching and learning. Our mission is to provide an educational program that enables every child to master the skills needed to become a highly productive and caring citizen. At our core is a well-defined differentiated and meaningful curriculum, tailored to our unique school setting. An atmosphere of cooperation, tolerance, and an appreciation of the cultural heritage of different people and civilizations pervades our educational setting. The essence of our efforts at Paulo is to assure that each student realizes whatever unique potential of body, mind, and spirit that he or she may possess.

As we continue to strive for excellence and promote student achievement, several collaborations, partnerships and initiatives have been implemented and maintained to strengthen our Framework for Great Schools. Teachers College Reading and Writing project resources and philosophy has been the basis of our English Language Arts program for the past five years. In conjunction with TCRWP, we are also participants in the Middle School Quality Initiative, (MSQI), which allows us to effectively target our at-risk students and implement key components and tiers for MSQI 5 Pillar Literacy Framework. Our most recent initiative, the Learning Partners Program, allows teachers and school leadership to participate in inter-visitations with partner school teams while engaging in structured onsite learning and collaboration. As part of this program, Model Teachers are used to establish an exemplary classroom, demonstrating lessons, exploring emerging instructional practices, tools or techniques, and reflect on visits from colleagues.

The school offers an innovative ASD program, designed to provide individualized supports and services to students on the autism spectrum. The ASD Nest program helps students with autism strengthen their interpersonal skills and succeed in the classroom. The Nest program is strengthened with a Nest coach who supports Nest teachers around strategies to better meet these students' needs academically and emotionally.

Paulo Intermediate School prides itself in focusing on all of the elements that provide the Framework for Great Schools; however our greatest progress can be seen in our collaboration of teachers. Teachers engaged collaboratively and regularly through the above mentioned initiatives, PLC's, Interdisciplinary Team meetings, common teacher plan time, Instructional Team, and ongoing professional development. Teachers, administrators, and school leadership personnel share, develop and implement our school's instructional focus of questioning and discussion practices to extend learning that result in high quality work products.

Our key instructional focus for the 2015-2016 school year will continue to build on the progress and successes of our collaborative environment and our development of high quality questioning and discussion techniques. However, a more specific lens will be used this year to infuse a more rigorous platform in which students will be challenged to think deeper and more analytically. Our goal is create a more individualized, comprehensive and motivating curriculum that will provide an opportunity for more students to direct their conversation and have true ownership of their learning, allowing all students to have a voice and extend their thinking and learning.

### 31R075 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	1358	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	24	# SETSS	16	# Integrated Collaborative Teaching	80
Types and Number of Special Classes (2014-15)					
# Visual Arts	27	# Music	N/A	# Drama	N/A
# Foreign Language	31	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	1.3%	% Attendance Rate			94.0%
% Free Lunch	30.6%	% Reduced Lunch			11.3%
% Limited English Proficient	1.1%	% Students with Disabilities			21.3%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.1%	% Black or African American			1.7%
% Hispanic or Latino	11.5%	% Asian or Native Hawaiian/Pacific Islander			8.6%
% White	77.8%	% Multi-Racial			0.2%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	2.16	# of Assistant Principals (2014-15)			4
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)			4
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			9.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)			7.78
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	44.1%	Mathematics Performance at levels 3 & 4			52.8%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			83.5%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			100.0%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District		Focus School Identified by a Focus District			
Priority School					
<b>Accountability Status – Elementary and Middle Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			YES
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	YES				
<b>Accountability Status – High Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

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

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

### Part 1 – Needs Assessment

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

In response to The Framework for Great Schools, educators and supervisors found a need to further develop questioning and discussion practices by infusing more rigor to extend student learning, resulting in higher quality work products. After carefully examining multiple sources of information, including the Common Core Learning Standards, student performance trends found in the DRP, Performance Series, as a secondary diagnostic, Achieve 3000, writing pieces from Word Generation, pre and posttest in English, Prosper Data, Quality Review recommendations, portfolio review, item skills analysis, and Advance data, strengths were found in multiple areas such as our school’s Scholars program, Teachers College Reading and Writing Program, MSQI, ASD Nest Program, Learning Partners Program, our school’s collaborative culture via inter-visitation, learning walks, and programming common planning periods. As a response to areas that were less robust, educators and administrators created our 2015-2016 instructional focus to continue our previous year’s work on improving questioning and discussion techniques, however adding an emphasis to infuse more rigor. Administrators and teachers will be using this focus to improve areas of differentiating with higher level learners, increasing teachers’ understanding of questioning and discussion techniques, incorporating team building exercises, and increasing staff knowledge of students’ disabilities and providing strategies to support instruction so that a cohesive approach to strengthen student learning will be attained.

### Part 2 – Annual Goal

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

In response to The Framework for Great Schools, if educators and supervisors further develop questioning and discussion practices by infusing more rigor in lesson planning and curriculum development, then student learning will be extended, resulting in higher quality work products and improved student outcomes in all subject areas. By June 2016, the instructional focus of improving rigorous student to student discussion will encourage our students to become more active, independent learners across all disciplines. Teachers will continue to receive training, centering on the art of rigorous questioning and discussion, through professional development, inter-visitation, learning walks and sharing of best practices in our Professional Learning Communities. Lesson plans will be created to incorporate such techniques as turn and talks, targeted small group instruction, with special emphasis on higher level learners, as well as students with disabilities, and Socratic Seminars. The implementation of this goal will result in a 3% gain in students performing at level 3 or 4 on the NYS English Language Arts Exam and 3% gain on the NYS Math Exam.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Our school will be using targeted support from Teachers College to strengthen student centered discussion. The TCRWP will provide a wide range of professional development services, from in school staff development devoted to implementation of reading and writing workshops as well as content area literacy instruction. Staff developers will be leading demonstration teaching within classrooms in order to convey state-of-the-art methods of questioning and discussion.</p>	<p>All Students</p>	<p>June, 2016</p>	<p>Administrative Staff, Instructional Team, Learning Partner Team Members, Model Teachers and Coaches</p>
<p>School leaders will be leveraging the strengths of our strongest teachers to provide support for their colleagues through learning walks, inter-visitation and Japanese lesson planning. Under this framework, teachers and administrators will collaboratively work on providing teachers with the tools, techniques, mentors, and academic community to lead state of the art staff development and provide feedback along with next-step goals. This framework will also allow lead teachers in each content area to highlight the latest thinking about content area literacy and instruction, thereby establishing a data-based literacy leadership.</p>	<p>Teachers</p>	<p>June, 2016</p>	<p>Administrative Staff, Instructional Team, Learning Partner Team Members, Model Teachers and Coaches</p>
<p>Targeted support from MSQI, will allow us to use the five core pillars to strengthen literacy practices and better prepare and support at risk students, SWD’s , and ELL’s to become grade-level readers. The DRP and/or Performance Series will provide benchmark and diagnostic data to identify struggling readers. Correlated multiple assessment data will ensure that students are progressing and track student growth over time via text volume and diversity, and how text is read (individually, small group, whole group). In addition, students receive targeted support with specific strategies or skills with literacy in the content areas. Teachers will work in grade-level teams to pool their expertise, learn from one another, and effectively support student learning . Continuous tiered professional development</p>	<p>Teachers and students</p>	<p>June, 2016</p>	<p>Administrative Staff, Instructional Team, Learning Partner Team Members, Model Teachers and Coaches</p>

in each of the core pillars will target the specific needs of a school's staff and support the use of programs and researched-based practices such as Word Generation, strategy lessons, guided reading, Socratic Seminar, and Notice and Note.			
Families will be encouraged and provided multiple opportunities to increase their involvement in their child's learning. Math Night, Literacy Night, Parent Orientations, PTCs, Saturday parent classes, will increase parents' awareness about the intensified academic rigor of teachers' classrooms and provide an understanding of the Common Core Learning Standards giving them the tools necessary to ensure the best support at home. Families will be informed and via our school's website IS75.org, puplipath.org, School Messenger and our monthly newsletter of all upcoming events, highlighting pertinent information on the new Common Core Learning Standards, our school- wide instructional focus, and the Framework for Great Schools as the foundation to establish and strengthen our ties with the community.	Parents, Teachers and Students	June, 2016	PTA, administrators and teachers

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<p>TL Vision for School Improvement funding will be used for teacher team meetings and professional development, both in and out of the classroom.</p> <p>TL FSF and TL ASD will fund assistant principals, coaches and lead teachers who will coordinate this effort.</p> <p>A Staten Island Foundation grant for \$20,000 will be used to help pay for our Teachers' College curriculum.</p>											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<p>1. Administrative Staff, Instructional Team, Learning Partner Team Members, Model Teachers and Coaches will elicit feedback from individual teachers and their respective departments regarding the use of TCRWP and MSQI strategies and techniques, the ease of use of resources posted on Google Drive and any additional materials provided from program developers. If feedback is negative, members will revisit and make improvements. More support or alternative support can be recommended and adjustments will be made.</p> <p>2. Supervisors will review the action plan based on our school's CEP, as well as data from formal and informal observation to provide feedback to teachers and staff developers from TCRWP and MSQI. Supervisors will then</p>

discuss instructional next steps in classrooms and provide any additional supports required. Teachers will observe assessment data and performance task results to see if action plan was effective.

3. Teachers will view videos and discuss best practices observed regarding questioning and discussion. Teachers will implement best practices, reflect, and share their findings with their colleagues during PLC's, interdisciplinary team meetings and common planning time.

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. Next steps will be outlined and shared.

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

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

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

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

### **Part 1 – Needs Assessment**

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

In response to the Framework for Great Schools, educators and supervisors found a need to help shape our school and peer-group culture so that we can maximize the motivation to learn and achieve, even in students who might not bring such dispositions to the classroom. The importance of creating an environment where students felt safe, valued and challenged to work harder became evident after carefully examining multiple sources of data. Information was gathered from the detention and suspension occurrences within the last two years, a review of the Planning and Placement Team meetings, participation in after school activities and student surveys. School assemblies on anti-bullying and Respect for All, March of Dimes walk, toy drive, coat drive and penny harvest drive, ASD Nest Program and Perspectives Lab, SAPIS counselor, Giving Circle, peer intervention, peer tutoring, guidance, after school activities, student honor roll and arista society, service awards, student council, public display and recognition of student work, all collectively showed that most students displayed respect for other student differences and possessed a strong determination to be a vital contributor to our school in creating a sense of value among students and staff. These strengths will ultimately provide the necessary groundwork for hard work and academic success in our students and school. While most students were active members of our school and community and found to value learning, an area of concern that was highlighted was small population of students who were less likely to be noticed and/or participate in school activities. This awareness allowed us to reaffirmed and strengthen our commitment to reach each and every student. By fostering and encouraging a personal connection with each student, teachers and/or staff members we will be able to create a culture that emphasizes a sense of belonging and supports excellence. In an effort to nurture a supportive environment for less visible students, teachers and staff will “adopt” a student to encourage them to be more actively involved in school activities, and allow themselves to be seen as valuable members of our school, ultimately increasing student achievement. Creating more opportunities for after school activities, interaction with students and their families, and creating a risk free environment will allow all students to see that they are capable of producing high quality work and become an integral part to the success of our school and community.

This work has grown out of our most current Quality Review from 2013-2014, and the needs assessed by the city through the last several years of inquiry work, in an effort to respond to the minimal growth of level 3 or 4 NYS math exam scores from 2014 to 2015. In addition we are seeking to continue our successful growth in our ELA exam scores from 2014 to 2015 .

- 2014 Math level 3 or 4 : 49.4%
- 2015 Math level 3 or 4: 51.0% (increase of 1.6%)
- 2014 ELA level 3 or 4: 44%
- 2015 ELA level 3 or 4: 53.5% (increase of 9.5%)

### **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the

identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, 2016, staff members will select at least one student to “adopt” to ensure each student is well known by at least one staff member and create a safe and supportive learning community that maximizes the motivation to learn and achieve. Teachers will use the data to target students who are less involved in school activities and less likely to participate in classroom learning and foster an ongoing advisory. The implementation of this goal will result in a 10% gain in student’s participation in school wide events and a 10% gain in student achievement as indicated by their quarterly report card from September to June.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Staff members will select at least one student to “adopt” and ensure each student is well known by at least one staff member, to create a safe and supportive learning community that maximizes the motivation to learn and achieve. Teachers will provide models and examples of excellence as reference, give feedback to revise and improve student’s work, help them prepare public presentations, use rubrics to help students take responsibility for their learning, and encourage participation in school events. Teachers and staff will make weekly appointments with their adoptive student to strengthen their relationship and the importance of effort and participation in school. Teachers and staff will receive training on creating a student advisory, using SLC, student lead conferences to encourage ownership of their learning, and participate in school inter- visitation, via Learning Partners to observe these programs that are already in place.</p>	<p>All students</p>	<p>First/Last day of school</p>	<p>All Staff: not limited to teachers,  Administrative Staff, Instructional Team, Learning Partner Team.</p>
<p>Teachers and administrators will set a schedule for clubs and after school activities/events to increase opportunity for after school participation. A wide range of clubs will offer a vast selection of opportunities for all students to join, including, but not limited to community service groups, sport teams, hobbies, academic support and enrichment. Families will be informed via our school’s website IS75.org, puplipath.org, our monthly newsletter, and School Messenger.</p>	<p>All students</p>	<p>First/Last day of school</p>	<p>All Staff: not limited to teachers.</p>

Teachers and administrators will increase positive interaction with students and their families. IE: positive phone calls, written correspondence, etc.	All students	First/Last day of school	All Staff: not limited to teachers
Teachers will increase student interaction in class, to create a risk free environment. Strategies for talk and discussion such as adding my “two-cents” , silent discussion, differentiated colored cubes to leveled questions, popsicle random call and rapid fire questioning will encourage participation and interaction.	All students	First/Last day of school	All Staff: not limited to teachers,  Administrative Staff, Instructional Team, Learning Partner Team

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
TL FSF and Self Sustaining 14 funding will be used for after school student programs.										
TL FSF and TL ASD funding will be used for meetings of teachers and guidance counselors regarding student support services.										
TL ASD funding will be used for monthly student/ parent conferences with teachers and guidance counselors.										
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<ol style="list-style-type: none"> <li>Administrative Staff, Instructional Team, Learning Partner Team Members will elicit feedback from teachers and students via survey regarding school safety, classroom behavior, social and emotional learning practices, guidance, academic achievement, knowledge of students, and peers support for academic work. Negative feedback in specific areas will be revisited and suggestions for improvements will be made. Action plans will be revised to reflect recommendations.</li> <li>Supervisors will review the action plan based on our school’s CEP and provide feedback to teachers and staff. Instructional next steps will be created collaboratively. Teachers will observe assessment data and performance task results to see if action plan was effective in yielding improved student achievement.</li> <li>Teachers and staff will receive training on creating student advisories, using SLC, student lead conferences, and participate in school inter-visitation, via Learning Partners to observe these programs that are already in place. Teachers will meet weekly in their PLC’s to share what is being learned and troubleshoot issues or concerns.</li> <li>Teachers will create a rubric to help students take responsibility for their learning. Teachers will implement the use of these rubrics to have students self-assess their progress and successes.</li> <li>The Learning Partners team will meet regularly to discuss findings and next steps.</li> <li>Teachers and administrators will monitor attendance for clubs and after school activities/events to measure after school participation.</li> <li>Teachers and administrators will document positive interaction with students and their families via positive phone calls, written correspondence, emails and pupil path to measure frequency.</li> <li>Teachers will use a talk and discussion rubric to measure and assess student participation and level of engagement.</li> <li>Teachers will review marking period report card with students to identify areas of improvement and areas in need of more support.</li> </ol>

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|---|
| <p>10. Teaches will hold student lead conferences to have students self-evaluate and create their own goals and action plan as next steps.</p> <p>11. Media Specialist will monitor both student and faculty use of resources and provide support for any/all individuals when necessary.</p> |
| <p><b>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</b></p>  |

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

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

**Part 1 – Needs Assessment**

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

**Part 2 – Annual Goal**

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

**Part 3 – Action Plan**

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

**Part 4 – Budget and Resource Alignment**

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

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

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

**Part 5 – Progress Monitoring**

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

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

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

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

**Part 1 – Needs Assessment**

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

**Part 2 – Annual Goal**

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

**Part 3 – Action Plan**

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

**Part 4 – Budget and Resource Alignment**

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

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

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

**Part 5 – Progress Monitoring**

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

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

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

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

### **Part 1 – Needs Assessment**

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

As indicated in the Framework for Great Schools, strong family and community ties play a vital role in helping to shape our schools culture and success of our students. After careful analysis of our school’s attendance at Parent-Teacher conferences and curriculum meetings, school surveys, teacher feedback from parent-teacher conferences, and decreased phone logs of parental calls regarding communication of student progress, success was evident in maintaining communication with parents regarding students work and progress. However, an area of noticeable need for improvement was attendance and participation at our monthly PTA meetings. Inadequate representation of parents and teachers has been an increasing area of concern. In response to this issue and our determination reaffirm our school’s commitment to the PTA, we will incorporate various incentives, strategies and support to encourage better attendance. The challenges of delivering a high quality education are enormous and the Parent Teacher Association plays a vital role in providing the resources and programs necessary to ensure student success for all families. An increase in attendance and participation, by both parents and teachers, at our monthly meetings will encourage all parties to become an integral part of students’ successes. This collaborative decision making will allow for our school to foster a partnership and strengthen our commitment to children, so that we can directly impact the lives of our students and their achievement.

This work has grown out of our most current Quality Review from 2013-2014, and the needs assessed by the city through the last several years of inquiry work, in an effort to respond to the minimal growth of level 3 or 4 NYS math exam scores from 2014 to 2015. In addition we are seeking to continue our successful growth in our ELA exam scores from 2014 to 2015 .

- 2014 Math level 3 or 4 : 49.4%
- 2015 Math level 3 or 4: 51.0% (increase of 1.6%)
- 2014 ELA level 3 or 4: 44%
- 2015 ELA level 3 or 4: 53.5% (increase of 9.5%)

### **Part 2 – Annual Goal**

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

By June, 2016, there will be a 10% increase in parent attendance for monthly PTA (Parent Teacher Association) meetings. Incentives will be created to encourage parent and teacher participation and information regarding the agenda of topics and concerns to be discussed will be made available prior the meetings. This goal was generated based on the attendance rate from school year 2014-2015 PTA (Parent Teacher Association) meetings.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Incentives to encourage attendance, such as raffles tickets and prizes, will be given to parents who attend monthly meetings. Raffle tickets will also be used for larger drawings that will be held two times throughout the year for more tangible prizes for both parents and students.</p>	<p>Parents/Students</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principals, Teachers and Parent Teacher Association</p>
<p>Teacher’s participation will be encouraged as well by providing refreshments and opportunities to talk with parents in a less formal atmosphere. Teachers who frequently participate will also be given an opportunity to attend the PTA installation dinner at a discounted price.</p>	<p>Parents, Students, Teachers</p>	<p>September 2015-2016</p>	<p>Principal, Assistant Principals, Teachers and Parent Teacher Association</p>
<p>Parent Coordinator will be made available after the meetings to answer any questions or concerns. The parent coordinator will also provide parents with an opportunity to offer any warm or cool feedback via an exit slip at the conclusion of each meeting that would propose suggestions for future meetings</p>	<p>September 2015-2016</p>	<p>September 2015-2016</p>	<p>Principal, Assistant Principals, Teachers and Parent Teacher Association</p>
<p>The PTA will plan relevant guest speakers and workshops at monthly meeting in addition to regular school business. Each month will feature a different focus that will allow parents to gain insight into specific real world middle school concerns and provide parents with the support and resources necessary to navigate their child’s adolescent years.</p>	<p>September 2015-2016</p>	<p>September 2015-2016</p>	<p>Principal, Assistant Principals, Teachers and Parent Teacher Association</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>TL FSF, Title I SWP and TL Translation Services funding will be used for after school and weekend parent activities.</p>

PTA funds will be used to provide refreshments for parent activities.

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

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

**Part 5 – Progress Monitoring**

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

1. Administrative Staff, PTA members and teachers will maintain and review attendance from attendees at monthly meetings to analyze trends and identify successes and failures. Negative trends in specific areas will be studied and addressed. Suggestions will be considered and revisions will be made for improvements. Action plans will be amended to reflect recommendations.
2. Administrative staff, school leaders, parents and members of the PTA will review parent participation in activities such as Math Night, Literacy Night, Parent Orientations, PTCs, Saturday parent classes to determine if attendance rates have increased as a result of attendance at PTA meetings.
3. Supervisors and teachers will monitor website visits, to determine if there has been an increase in visits.
4. Supervisors, teachers and PTA members will continue to market our activities and communicate daily with parents to ensure they feel welcome at the school and students are successful. Parent surveys will be given periodically to monitor parental attitude and overall satisfaction with the meetings and the information presented. Feedback will be studied and, if necessary, revisions made.
5. Supervisors, teachers and PTA member will maintain attendance of parents support school functions by volunteering their time.
5. The Learning Partners team will meet regularly to discuss findings and next steps.
6. Teachers and administrators will monitor attendance for clubs and after school activities/events to measure after school participation as a result of parental encouragement at PTA meeting.
7. Teachers and administrators will document positive interaction with students and their families via positive phone calls, written correspondence, emails and pupil path to measure frequency.
8. Teachers will review marking period report card to study correlational effects of parental involvement and student achievement.
9. Families will be informed and via our school’s website IS75.org, pupilipath.org, School Messenger and our monthly newsletter of all upcoming events, highlighting pertinent information on guest speakers and important topics to be discussed.
10. Media Specialist will monitor both student and faculty use of resources and provide support for any/all individuals when necessary.

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

**Section 6: Academic Intervention Services (AIS)**

**(Required for All Schools)**

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
<p><b>English Language Arts (ELA)</b></p>	<p>All students placed in academic intervention must go through the RTI process or have scored below a 3 on one or more state exam.</p> <p>2. Students in grades 6–8 will be considered for Tier 2 AIS if:</p> <ul style="list-style-type: none"> <li>• They score below Designated Performance Level (below a 3) on state assessments in ELA and/or Mathematics.</li> <li>• Their score on the DRP, Performance Series or other formative assessment indicates poor progress.</li> <li>• They are recommended by the RTI team.</li> </ul> <p>Tier 1 and/or Tier 2 interventions are appropriate.</p> <p>3. The RTI team will determine eligibility for AIS service as evidence of the following:</p> <ul style="list-style-type: none"> <li>• Diagnostic Assessments</li> <li>• Reading/Literacy Assessments</li> <li>• Subject Skill, Concept, Knowledge Assessments</li> </ul>	<p>1. ICT Classes- Inclusion of SWD with general education students</p> <p>2. Resource Room- SETSS</p> <p>3. Special Education Self-Contained 12:1 classes- SWD in major subject area classes</p> <p>4. NEST Program</p> <p>5. D75 program- Inclusion of SWD with general education students</p> <p>6. Wilson- SWD students</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>

	<ul style="list-style-type: none"> <li>• Assessment Portfolios</li> <li>• Curriculum-Based Measures</li> <li>• Formative Assessments</li> <li>• Standardized Norm-</li> </ul> <p>Monitoring of multiple interventions attempted</p> <ul style="list-style-type: none"> <li>• Other valid, reliable assessments</li> </ul> <p>Also a Review of Classroom Performance with evidence of:</p> <ul style="list-style-type: none"> <li>• Participation, class work, homework</li> <li>• Report Card Grades</li> <li>• Student performances/demonstrations</li> <li>• Student records (attendance, discipline, etc.)</li> <li>• Teacher input regarding student needs.</li> </ul> <p>Progress monitoring.</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</p> <p>11. DRP/ Performance Series</p> <p>12 .Middle School Quality Initiative (MSQI)</p> <p>13. New York State Alternately Assessed (NYSAA)-</p> <p>14. PPT team sessions-</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>12. Whole class with a focus on struggling learners</p> <p>13. Self-contained class with one teacher and multiple para-professionals</p> <p>14. Team of administrators, teachers and service provider</p>	<p>13. During the school day</p> <p>14. Monthly during the school day.</p>
<p><b>Mathematics</b></p>	<p>1. All students placed in academic intervention must go through the RTI process or have scored below a 3 on one or more state exam.</p> <p>2. Students in grades 6–8 will be considered for Tier 2 AIS if:</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>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</p>	<p>1. During the school day.</p> <p>2. During the school day.</p> <p>3. During the school day.</p>

	<ul style="list-style-type: none"> <li>• They score below Designated Performance Level (below a 3) on state assessments in ELA and/or Mathematics.</li> <li>• Their score on the DRP, Performance Series or other formative assessment indicates poor progress.</li> <li>• They are recommended by the RTI team.</li> </ul> <p>Tier 1 and/or Tier 2 interventions are appropriate.</p> <p>The RTI team will determine eligibility for AIS services by using the following:</p> <ul style="list-style-type: none"> <li>• Diagnostic Assessments</li> <li>• Reading/Literacy Assessments</li> <li>• Subject Skill, Concept, Knowledge Assessments</li> <li>• Assessment Portfolios</li> <li>• Curriculum-Based Measures</li> <li>• Formative Assessments</li> <li>• Standardized Norm-</li> </ul> <p>Monitoring of multiple interventions attempted</p> <ul style="list-style-type: none"> <li>• Other valid, reliable assessments</li> </ul> <p>Also a Review of Classroom Performance with evidence of:</p> <ul style="list-style-type: none"> <li>• Participation, class work, homework</li> <li>• Report Card Grades</li> </ul>	<p>3. Special Education Self-Contained 12:1 classes- SWD in major subject area classes.</p> <p>4.NEST Program</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</p> <p>11.DRP/ Performance Series</p> <p>12.Middle School Quality Initiative (MSQI)</p> <p>13.New York State Alternately Assessed (NYSAA)-</p> <p>14.PPT team sessions</p>	<p>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>12.Whole class with a focus on struggling learners</p> <p>13.Self-contained class with one teacher and</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. Monthly during the school day.</p>
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	<ul style="list-style-type: none"> <li>• Student performances/demonstrations</li> <li>• Student records (attendance, discipline, etc.)</li> <li>• Teacher input regarding student needs.</li> </ul> <p>Progress monitoring.</p>		<p>multiple paraprofessionals</p> <p>14. Team of administrators, teachers and service provider.</p>	
<b>Science</b>	<p>1. All students placed in academic intervention must go through the RTI process or have scored below a 3 on one or more state exam.</p> <p>2. Students in grades 6–8 will be considered for Tier 2 AIS if:</p> <ul style="list-style-type: none"> <li>• Performance Level is (below a 3) on state assessments in ELA and/or Mathematics.</li> <li>• DRP, Performance Series or other formative assessment indicates poor progress.</li> <li>• They are recommended by the RTI team.</li> </ul> <p>Tier 1 and/or Tier 2 interventions are appropriate.</p> <p>3. The RTI team will determine eligibility for AIS services by using the following:</p> <ul style="list-style-type: none"> <li>• Diagnostic Assessments</li> <li>• Reading/Literacy Assessments</li> <li>• Subject Skill, Concept, Knowledge Assessments</li> <li>• Assessment Portfolios</li> <li>• Curriculum-Based Measures</li> <li>• Formative Assessments</li> </ul>	<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.</p> <p>4. NEST Program</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</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>Saturday: open to students of all levels</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>

	<ul style="list-style-type: none"> <li>• Standardized Norm-Monitoring of multiple interventions attempted</li> <li>• Other valid, reliable assessments</li> </ul> <p>Also a Review of Classroom Performance with evidence of:</p> <ul style="list-style-type: none"> <li>• Participation, class work, homework</li> <li>• Report Card Grades</li> <li>• Student performances/demonstrations</li> <li>• Student records (attendance, discipline, etc.)</li> <li>• Teacher input regarding student needs.</li> </ul> <p>Progress monitoring.</p>	<p>11. DRP - Used to benchmark students and target areas of concern and gaps in comprehension.</p> <p>12. Middle School Quality Initiative (MSQI)</p> <p>13. New York State Alternately Assessed (NYSAA)</p> <p>14. PPT team sessions.</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>12.Whole class with a focus on struggling learners</p> <p>13.Self-contained class with one teacher and multiple para-professionals</p> <p>14.Team of administrators, teachers and service provider.</p>	<p>13. During the school day</p> <p>14. Monthly during the school day.</p>
<p><b>Social Studies</b></p>	<p>1. All students placed in academic intervention must go through the RTI process or have scored below a 3 on one or more state exam.</p> <p>2. Students in grades 6–8 will be considered for Tier 2 AIS if:</p> <ul style="list-style-type: none"> <li>• Performance Level is (below a 3) on state assessments in ELA and/or Mathematics.</li> <li>• DRP, Performance Series or other formative assessment indicates poor progress.</li> <li>• They are recommended by the RTI team.</li> </ul> <p>Tier 1 and/or Tier 2 interventions are appropriate.</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.</p> <p>4.NEST Program</p> <p>5.D75 program- Inclusion of SWD with general education students</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</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>The RTI team will determine eligibility for AIS services by using the following:</p> <ul style="list-style-type: none"> <li>• Diagnostic Assessments</li> <li>• Reading/Literacy Assessments</li> <li>• Subject Skill, Concept, Knowledge Assessments</li> <li>• Assessment Portfolios</li> <li>• Curriculum-Based Measures</li> <li>• Formative Assessments</li> <li>• Standardized Norm-</li> </ul> <p>Monitoring of multiple interventions attempted</p> <ul style="list-style-type: none"> <li>• Other valid, reliable assessments</li> </ul> <p>Also a Review of Classroom Performance with evidence of:</p> <ul style="list-style-type: none"> <li>• Participation, class work, homework</li> <li>• Report Card Grades</li> <li>• Student performances/demonstrations</li> <li>• Student records (attendance, discipline, etc.)</li> <li>• Teacher input regarding student needs.</li> </ul> <p>Progress monitoring.</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</p> <p>10.Guided Reading Lending Library</p> <p>11.DRP/ Performance Series.</p> <p>12.Middle School Quality Initiative (MSQI)</p> <p>13.New York State Alternately Assessed (NYSAA)-</p> <p>14 .PPT team sessions.</p>	<p>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>12.Whole class with a focus on struggling learners</p> <p>13.Self-contained class with one teacher and multiple paraprofessionals</p> <p>14.Team of administrators, teachers and service provider.</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. Monthly during the school day.</p>
<p><b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist,</p>	<p>1. All students placed in academic intervention must go through the RTI process or have scored below a 3 on one or more state exam.</p>	<p>Provided by the Guidance Counselor:</p> <p>a. Guidance session</p>	<p>All: small group or 1 to 1</p>	<p>All: During the school day</p>

<p><i>Social Worker, etc.)</i></p>	<p>2. Students in grades 6–8 will be considered for Tier 2 AIS if:</p> <ul style="list-style-type: none"> <li>• Performance Level is (below a 3) on state assessments in ELA and/or Mathematics.</li> <li>• DRP/ Performance Series or other formative assessment indicates poor progress.</li> <li>• They are recommended by the RTI team.</li> </ul> <p>Tier 1 and/or Tier 2 interventions are appropriate.</p> <p>3. The RTI team will determine eligibility for AIS by using the following:</p> <ul style="list-style-type: none"> <li>• Diagnostic Assessments</li> <li>• Reading/Literacy Assessments</li> <li>• Subject Skill, Concept, Knowledge Assessments</li> <li>• Assessment Portfolios</li> <li>• Curriculum-Based Measures</li> <li>• Formative Assessments</li> <li>• Standardized Norm-</li> <li>• Monitoring of multiple interventions attempted</li> <li>• Other valid, reliable assessments</li> </ul> <p>Also a Review of Classroom Performance with evidence of:</p> <ul style="list-style-type: none"> <li>• Participation, class work, homework</li> <li>• Report Card Grades</li> </ul>	<p>b. Cohesion Assemblies.</p> <p>c. PPT team sessions</p> <p>d. parental contact</p> <p>e. attendance/ truancy issues</p> <p>Provided by the School Psychologist:</p> <p>a. Small group guidance sessions as needed; 1 to 1 counseling as needed.</p> <p>b. Testing and parental contact</p> <p>c. PPT team sessions</p> <p>d. Ongoing teacher consultations</p> <p>Provided by the Social Worker:</p> <p>a. Small group guidance sessions; 1 to 1 counseling as needed.</p> <p>b. DARE program</p> <p>c. School Assessment Team</p> <p>d. PPT team sessions</p> <p>e. peer mediation</p> <p>f. parental contact</p>		
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	<ul style="list-style-type: none"> <li>• Student performances/demonstrations</li> <li>• Student records (attendance, discipline, etc.)</li> <li>• Teacher input regarding student needs.</li> </ul> <p>Progress monitoring.</p>	<p>g. student observations</p> <p>h. Social work counseling</p> <p>i. Crisis counseling</p> <p>Health Related Services:</p> <p>Adaptive Physical Education program for limited mobility students</p> <p>a. occupational therapy</p> <p>b. physical therapy</p> <p>c. nursing</p> <p>d. vision services hearing services</p> <p>Provided by the Guidance Counselor:</p> <p>a. Small group; 1 to 1 counseling as needed.</p> <p>b. Full grade.</p> <p>Provided by the School Psychologist:</p> <p>a. Small group guidance sessions as needed' 1 to 1 counseling as needed.</p> <p>Provided by the Social Worker:</p>		
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		<p>a. Small group' 1 to 1 counseling as needed.</p> <p>b. Small group</p> <p>c. 1 to 1; parental involvement as needed.</p> <p>Health Related Services</p>		
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## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

### Part 2: All Title I Schools

#### **2a. Highly Qualified Teachers (HQT)**

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

#### **2b. High Quality and Ongoing Professional Development**

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

### Part 3: TA Schools Only

#### **3a. Use of Program Resources**

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

#### **3b. TA Coordination with the Regular Program**

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

**Part 4: SWP Schools Only**

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

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

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

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

**<sup>1</sup>Explanation/Background:**

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

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

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

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

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

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

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**Parent Involvement Policy (PIP) Template**

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

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

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

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

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

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

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

#### **School-Parent Compact (SPC) Template**

**[School name]** , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for

improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

### **I. School Responsibilities:**

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

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

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

**2015-16 AND 2016-17 SCHOOL YEAR**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>31</b>	Borough <b>Staten Island</b>	School Number <b>075</b>
School Name <b>Paulo Intermediate School 75</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>Kenneth Zapata</b>	Assistant Principal <b>Mark Herrmann</b>
Coach <b>Annmarie Cortes</b>	Coach <b>Danielle Martinson</b>
ENL (English as a New Language)/Bilingual Teacher	School Counselor <b>Steve Ulitto</b>
Teacher/Subject Area <b>Emma Cabrera/Spanish</b>	Parent <b>Ellen Ebrahim</b>
Teacher/Subject Area <b>Maria Fiermonte/Spanish</b>	Parent Coordinator <b>Linda Tacetta</b>
Related-Service Provider <b>type here</b>	Borough Field Support Center Staff Member
Superintendent <b>Anthony Lodico</b>	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	<b>3</b>	Number of certified bilingual teachers <b>not</b> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>2</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <b>not</b> currently teaching in the ENL program	<b>0</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	<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>1403</b>	Total number of ELLs	<b>27</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

### This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	27	<b>Newcomers</b> (ELLs receiving service 0-3 years)	16	<b>ELL Students with Disabilities</b>	7
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	7	<b>Long-Term</b> (ELLs receiving service 7 or more years)	4

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>	0	0	0	0	0	0	0	0	0	0
<b>DL</b>	0	0	0	0	0	0	0	0	0	0
<b>ENL</b>	16	0	0	7	0	5	4	0	2	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

## 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

**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

\* EP=English proficient student

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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### Freestanding English as a New Language

#### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish								2						0
Chinese							2							0
Russian								4						0
Bengali														0
Urdu							1		1					0
Arabic							2	1	5					0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish									2					0
Albanian							1							0
Other							1	3	2					0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

#### OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)								2						0
<b>Emerging</b> (Low Intermediate)														0
<b>Transitioning</b> (High Intermediate)									2					0
<b>Expanding</b> (Advanced)							4	2	3					0
<b>Commanding</b> (Proficient)							3	6	5					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

#### FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA  
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total							1							0

#### FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total							1	1	4					0

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

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 During the school year we use performance series, running records, and performance level (below a 3) on state assessments in ELA and/or Mathematics or other formative assessments that indicate poor progress or insufficient growth in literacy skills. Students are then recommended by the RTI team to diagnostically assess our students for reading comprehension. The RTI team will use the following research-based criteria in determining eligibility for AIS including but not limited to diagnostic Assessments, reading/literacy assessments, subject skill, concept, knowledge assessments, assessment portfolios, curriculum-based measures, formative assessments, standardized norm-monitoring of multiple interventions attempted, and other valid, reliable assessments. In addition a review of classroom performance with evidence of participation, class work, homework, report card grades, student performances/demonstrations, student records (attendance, discipline, etc.), teacher input regarding student needs and progress monitoring. The data has shown 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 allowing teachers to differentiate instruction in our English classes. Students are reading books that are leveled and teachers are supporting these students by conducting guided reading and strategy groups and lessons on a daily basis. Instructional decisions are based on individual student needs 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 ENL teachers and through formal and informal data. Our ENL teachers use various websites such as [a4esl.org.com](http://a4esl.org.com) to use students' native language as a resource. At IS 75 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.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 An explanation of data patterns in overall NYSESLAT proficiency scores is as follows: According to our NYSESLAT results from the 2015 test scores, there was a high percentage of students whose speaking scores were relatively higher than the other performance levels. The performance levels in Reading and in Listening seems to be close with the Reading performance level slightly higher in most cases. The performance level that seems to be the most challenging for the students was on the Writing

performance. Therefore, what is revealed by the data patterns across proficiency levels on the NYSESLAT is that the majority of our ELLs from grade 6 through grade 8 need additional academic support with their writing in English as the academic year progresses. These data patterns are also evident when analyzing how our 4 new admits did on the NYSITELL this Fall of 2015. The writing in English seems to be the most challenging for our ELLs, where as the speaking performance level seems to be highest. The writing and reading levels are closest in range.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The AMAO Estimator Tool allows our school administrators and teachers to see key information which allows us to better design programs for ELLs. It also helps us to make data-driven decisions that accelerate achievement for the ELLs that we serve. Using the Annual Measurable Objectives allows our school to access data pertaining to the number of NYSESLAT test-takers and to see the number of students who made progress in English Language Acquisition. We are also able to see the number of students who attained proficiency on the NYSESLAT. This data helps to reveal if we are meeting our AMAO targets: whether or not students made progress (AMAO 1) and reached proficiency (AMAO 2) based on the information from the RLAT and RNMR input tabs. It also includes the Warning/At-Risk level of each student. ) We can use the tool to create reports to measure our students' progress toward meeting proficiency targets for specific subgroups of English Language Learners. The tool can also serve as an early warning indicator for our students as it automatically calculates the number of risk factors exhibited for each of our students and color-codes them so that we can tailor our programming to meet the needs of all students. The following risk factors are incorporated into the customized reports generated by the Data Analysis and AMAO Estimator tool: home language, grade level, years of ELL service, ELA/math performance and progress, NYSESLAT proficiency and progress, attendance, age, HS credit accumulation, holdover status, SIFE status, and disability classification. We can use the customized reports produced by the tool to help us design effective instructional programs and/or interventions for our ELL students. The data reveals that many of our ELLs are making steady progress in their English Language Acquisition. Their scores on the NYSESLAT are increasing and they are reaching proficiency throughout each academic school year.

4. For each program, answer the following:

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

The patterns across proficiencies and grades is as follows. According to our NYSESLAT results, two of the students in Grade 6 have an overall proficiency level of Commanding. One student in Grade 6 has an overall proficiency level of Transitioning and one student has an overall proficiency level of Expanding. There are two students in Grade 6 who scored Entering after being administered the NYSITELL this Fall. In Grade 7, five students have an overall proficiency level of Commanding. Two students in Grade 7 has an overall proficiency level of Expanding and the other two students in Grade 7 have a performance level of Entering. There is one student in Grade 8 who has an overall proficiency level of Commanding. There are two students in eighth grade who have a proficiency level of Expanding. There is one student in Grade 8 with a proficiency level on the NYSITELL administered this Fall of Entering and one student with a proficiency level on the 2015 NYSESLAT of Transitioning. Therefore, what is revealed by the data patterns across proficiency levels on the NYSESLAT is that the majority of our ELLs from grade 6 through grade 8 are at a Commanding proficiency level. In terms of an Expanding, Transitional, and Entering level, there is a varied amount of ELLs across all three grades with different needs to be addressed as the academic year progresses. 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.

The ELL Periodic Assessments are a supplemental component of the Periodic Assessment portfolio. These assessments are designed to provide school leadership and teachers with detailed information about their students' strengths and needs in English language development and to serve as a resource to help plan individual and group instruction.

Students' knowledge of the English language is assessed in three modalities: reading, writing, and listening. Based on the students' results, we are able to see where progress is being made and where students are having difficulty in terms of their English Language Acquisition. This information helps with the instructional decisions that need to be made based on the needs of the students shown through this data because ELL Periodic Assessments are specifically designed for English language learners and may provide more instructionally relevant data about these students than ELA periodic assessments.

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

Our school is an intermediate school in which our ELLs are in grades 6-8. There are several important features of the Response to Intervention (RtI) system that can be used to meet academically at-risk ELLs' needs. The first step in which our school uses data to guide instruction for ELLs is through the UNIVERSAL SCREENING administered to all students using the Home Language Identification Survey (HLIS) . We use this information to uncover the factors that could influence the student's English language learning process. This screening is used to establish a baseline of student performance and identify students who are not making academic progress at expected rates. Screening assessments give clear indications of risk in specific domains through set benchmarks or criteria, or by

detailing how a child performs relative to peers of the same age or grade level. The ELL student also takes part in RtI screening to assess whether his/her literacy skills and competencies are meeting grade level benchmarks. If an ELL student is flagged as at-risk or below-benchmark on any particular skill or competency, the student will receive targeted instructional support to bolster development in this area. This support is delivered in coordination with language support services. Progress monitoring data is used to make educational decisions about changes in goals, instruction, and/or services; as well as whether to consider a referral for special education services. When progress is monitored, the expected rate of an ELL's progress takes into account language development and background. The student's progress is then compared with levels demonstrated by peers from comparable cultural, linguistic, and experiential backgrounds who have received the same or comparable intervention

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

There are many factors that influence the language learning process and corresponding academic development.

Language development at all levels should be fostered through purposeful, deliberate conversation between teacher and students, and among students. Reading and writing are taught using specific curricula, and integrated into each content area. Teachers use PLC time to target ELL students and track their performance by looking at student work. Teachers look at strengths and weaknesses to determine what supports can be given in ELA and across the content areas. Performance Series, ELA state test scores, Unit assessments and informative classroom assessments are used to monitor progress and determine next steps. Our teachers target academically rigorous and challenging instructional goals, while simultaneously providing students with the instructional supports they need to achieve success. To make sure that a child's second language development is considered in instructional decisions, our school utilizes/incorporates a variety of techniques. Such as the Home Language Identification Survey (HLIS), page 2 to gather information about the student's educational history/cultural background. Teachers are informed and discuss considerations of student needs during our PLC time. During Interdisciplinary meetings teachers will collaborate on the supports needed and create a plan for instructional next steps. Some of the supports used for our ELL students include "read-alouds" for those ELLs who need further assistance with their listening comprehension in English. Teachers also 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, teachers 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 target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

We do not have a dual language program at our school. We have a Freestanding English as a New Language Program.

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

Knowledge of typical second language development and the student's history of first and second language (e.g., educational background) is considered when setting benchmarks and interpreting progress for our ELLs. When evaluating instructional programs for students, it is important to gauge achievement levels for the site's overall population and for particular groups (i.e., ELLs) using outcome assessments designed for these purposes. 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 New 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 ENL 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 "Commanding" based on these results. This is a great indicator for us as to how successful our program for ELLs is. Another way we are able to evaluate the success of our programs for ELLs is by analyzing their test results on State Exams. In terms of our ELA results, the number of students who scored at a Level 1 is equal to the number who scored at a level 2. Our ELLs have been more successful when taking the State Math Exam. There is an equal amount of students who scored at levels 1, 2, 3, and 4. Our content area teachers also maintain portfolios for all of their students, including the ELLs. Upon analyzing the contents of the portfolios as the year progresses, we are able to monitor and evaluate the progress being made by our ELLs across the curriculum.

## Part IV: ELL Identification Process

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

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

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 ENL teacher, so that she can administer the K-12 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 ENL teacher is also able to communicate in Spanish. We also have staff members who can speak Arabic, Italian, Korean, Russian, Ukranian. This allows us to conduct the interview in the parent's preferred language of communication. Over-the-phone interpretation services are available through the DOE's Translation and Interpretation Unit so that parents can receive language assistance and have their questions answered in their preferred languages. The home language is determined based on a combination of the interviews with the parent and student, and responses to the questions on the HLIS. Once our ENL 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, which includes the administration of the NYSITELL exam. Within the first ten days of being enrolled at our school, the child is administered the NYSITELL Exam by the ENL teacher, Kate Gioia, to establish the English proficiency level. Students who score below proficiency on the NYSITELL become eligible for state-mandated services for ELLs. For Spanish-speaking ELLs who score below proficiency on the NYSITELL, the Spanish LAB will be administered. These are the steps followed in our school for the initial identification of ELLs.

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

The following is used in order to determine SIFE status. It begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. The ENL Teacher follows all of the same steps as outlined above. If there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling, we administer the "oral interview questionnaire." For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, we administer the "Literacy Evaluation for Newcomer SIFE." (LENS) After this process takes place, initial SIFE status is indicated in the DOE's data collection systems no later than 30 days from initial enrollment

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

The identification for newly enrolled students with IEPs is as follows. NYSITELL eligibility for students entering school with IEPs (from within the United States) must be based on the determination of the Language Proficiency Team (LPT). The LPT is comprised of Jessica Jackson, (Assistant Principal of Special Education and English), Kate Gioia (ENL/Spanish Teacher), the student's Parent/Guardian.

We ensure that a qualified translator of the language of the parent is present at each meeting. The LPT determines whether the students should take the NYSITELL. If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL. If the LPT determines that the student does not have English Language Acquisition Needs and should not take the NYSITELL the recommendation is sent to the Principal for review. The principal must accept or reject this recommendation.

If the principal rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL is immediately administered to the student. If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision. Additionally, the parent or guardian must be notified within 3 school days of the decision in the parent's/guardian's preferred language. The final decision is made by the superintendent or superintendent's designee. The superintendent or designee has 10 school days to accept or reject the LPT's recommendation. If the superintendent determines that the student must take the NYSITELL, the school has 5 additional school calendar days to administer the NYSITELL (if necessary) and to notify the parent or guardian. The form titled Language Proficiency Team NYSITELL Determination Form must be completed and placed in the student's cumulative folder. If the superintendent determines that the student must take the NYSITELL, the school has 5 additional school calendar days to administer the NYSITELL (if necessary) and to notify the parent or guardian. The timeline to accept or reject the LPT recommendation is 20 days. During this process, we are also able to use the appendix of EPRG for SIFE Identification. SIFE status needs to be determined within 12 months of enrollment. An initial determination will be made within 30 days of enrollment, which can be modified up to 12 months of initial enrollment. We know that our school must determine ELL status, do parent orientation meetings, send parent entitlement/non-entitlement letters along with parent surveys within 10 days. All ELLs are placed within our ELL program within 10 days.

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

Within 5 school days of ELL determination, our school informs parents of the results of the NYSITELL and ELL status using the NYCDOE standard entitlement and non-entitlement parent notification letters (in the parents' preferred language). Dated and signed letters are retained in the student's cumulative folder. The way our school ensures that this takes place is as follows. Our ENL teacher downloads these forms in the students' native language using the DOE's website. These entitlement/non-entitlement letters are sent home with the students and are returned the next day to the ENL teacher, who goes to the student's homeroom. After making sure the form has been signed by the parent, the ENL teacher maintains a copy of the form, while the Pupil Accounting Secretary places the original form in the student's cumulative record folder. These folders are secured in the General Office.

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

When a new ELL enrolls, our schools notifies parents in their preferred language of their child's eligibility for ELL services and we provide information and program selection through our parent orientations. The people responsible for this process include our ENL teacher and our Pupil Accounting Secretary. At this time, parents view the Parent Orientation video that is available in 13 languages. This video explains the three program options/ instructional models available in New York City.

During the orientation, we also provide information on standards, curriculum, and assessments. The parent orientation session also provides a high quality orientation section on the Common Core Learning Standards, assessments, and school expectations for English language learners, as well as the program goals and requirements for bilingual education and English as a new language (formerly English as a second language but now referred to as ENL) programs. Finally, during the parent orientation session, parents are informed that beginning in the 2015-16 school year, a student who has undergone the ELL Identification Process (as the result of first time entry or reentry) may go through the ELL Re-identification Process. The Re-identification Process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time. Parents are informed that they have the right to appeal ELL status within 45 days of enrollment by submitting a written request to initiate the Re-identification Process (e.g., parent writes letter to principal).

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

To ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ENL) our ENL 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 ENL 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 ENL 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 ENL 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.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

The Parent Survey & Program Selection Form is a formal record of the parent's preference of ELL program for their child, and must be retained in the student's permanent record. Our school ensures that 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 are kept by the ENL teacher, while the original Parent Survey and Program Selection forms are stored inside the student's cumulative record folder and are secured in the General Office by our Pupil Accounting Secretary. The ENL Coordinator monitors parent program choice.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Every effort is made to ensure that parents complete the Parent Survey & Program Selection Form. The English As A New Language teacher is the person responsible for ensuring that these forms have been completed and returned. Parents complete the survey/program selection form in their preferred language immediately following the orientation video. The original surveys/selection forms are then kept in each student's file. A copy of the completed Parent Survey & Program Selection Form can be provided to the parent upon request. In the event that the Parent Survey and Program Selection Forms have not been completed and returned, our ENL teacher and/or pupil accounting secretary will make phone calls home and invite those parents back to the school to return them

or to send the forms into school with the student who will bring the form to the General Office to be filed. This ensures that all Parent Surveys and Program Selection forms are completed and returned.

9. Describe how your school ensures that placement parent notification letters are distributed.  
Once the student's program has been determined based on the steps outlined above, our school sends parents a placement letter (in the parents' preferred language) indicating the program in which their child has been placed. The ENL teachers distributes these letters to the students in their Homeroom class and maintains receipt files. All correspondence takes place in the parents' preferred language. We download the placement parent notification letters using the Department of Education website, reformat it with our school letterhead, and include our principal's signature.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
All original ELL-related documents are kept in the student's cumulative record in the General Office at our school. The ENL teacher also maintains an ELL Folder of Critical Documents (in her classroom) which contains copies of these documents for ease of review. The pupil accounting secretary has access to the original documentation and the ENL teacher has access to copies of the ELL documentation. Critical ELL documents include the following:
  - Dated and signed copies of each student's
    - o Home Language Identification Survey
    - o Parent Survey and Selection Form
    - o Program Placement Letter
    - o Entitlement letter (newly identified ELLs)
    - o Continued entitlement letter (continuing ELLs)
    - o Non entitlement letter
    - o Language Proficiency Team NYSITELL Determination Form
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
The New York State English as a Second Language Achievement Test (NYSESLAT) is the exam administered to all ELLs in grades K to 12 (including those who are eligible for New York State Alternate Assessment) as well as those students who were not properly and timely administered the NYSITELL to determine continued entitlement of ELL services, progress in learning English, proficiency level, and number of units of ENL for the following school year. To ensure that all ELLs receive the NYSESLAT annually, the ENL teacher generates ATS reports such as the "RLER" for NYSESLAT Eligibility Roster and the "RMSR" to see the NYSESLAT Exam Report. Our ENL 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 ENL instruction, and are therefore, eligible to assist her in the interview process. While the other teachers are interviewing each ELL, the ENL teacher is nearby, scoring each response one at a time. After the Speaking portion of the NYSESLAT is complete, the other components of the exam, Listening, Reading, and Writing, are administered over a three day time span in our library. This offers a quiet and separate location for our ELLs. Our 6th graders are separated from our 7th and 8th graders within the library, as these two grade bands have separate exams to complete. Prior to the administration of each component, the ELLs receive a "TEST PASS" notifying them of the date/time/location when each component of the exam is being administered. If a student is absent for one of the components, he/she is given a day in which to "make up" the exam. These are the procedures for ensuring that all four components of the New York State English as a Second Language Achievement Test are administered.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
Our schools sends continued entitlement and transitional support notification letters to parents of students who continue to be entitled to ELL services or transitional support services (based on the NYSESLAT). Letters are sent to parents at the beginning of the school year but no later than September 15 of the school year in which the student continues to be entitled. Letters are sent in the preferred language of the parent. The ENL teacher distributes these letters immediately upon receiving the results of the NYSESLAT. All ELL original documentation is retained in their cumulative central file. The ENL teacher also keeps a file of all documentation.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).  
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 ENL. In the Fall of 2014, we had four newly enrolled ELLs in our school. All four parents's program choice was Freestanding ENL. In the fall of 2013, we had two new ELLs enroll in our school. Both parents' program choice was also Freestanding ENL. Currently, in the Fall of 2015, our most recent data is as follows. We have had 4 new admits to our school. All four program choices that these parents have requested are also Freestanding ENL. If a parent requests that his/her child be placed into a bilingual program, our ENL 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 for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
  - a. Freestanding ENL program.

Instruction for ELLs is delivered as follows. Our students are grouped together in "block" classes where they travel together as a group. The students are also grouped according to their grade and they are programmed heterogeneously (mixed proficiency level). Integrated and standalone ENL are implemented as per CR Part 154.2. Our ENL teacher possesses Permanent New York State Certification in Teaching English to Speakers of Other Languages (TESOL). The ENL teacher uses the RLAT report in ATS to gain access to the ELLs' NYSESLAT results from the May exam. She uses this report to help determine the mandated number of ENL minutes her students are required to receive based on their Levels of proficiency. These levels include: Entering, Emerging, Transitioning, Expanding, and Commanding. These levels (based on the CR Part 154 Requirements) determine the minimum number of minutes of standalone ENL, the minimum number of minutes of integrated ENL, and the minimum number of standalone or integrated ENL (with ELA or any other content area). The ENL teacher 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 goal of this integrated ENL instruction is to build English language skills through content area instruction. In our school it is delivered through co-teaching by a certified ENL teacher and a certified content area teacher (i.e., English language arts, math, science, or social studies). Both methods of integrated ENL instruction include content area subject matter and English language development using ENL strategies. The content areas are delivered in English.

The licensed TESOL teacher also provides standalone ENL 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 ENL teacher makes every effort to pull students out of non-academic classes. The maximum number allowable grade span or grouping instruction in grades K-12 ENL classes is two contiguous grades. If more time is needed, the student is pulled out for one period during science, social studies or mathematics. The ENL 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.
  - b. TBE program. *If applicable.*  
N/A
  - c. DL program. *If applicable.*  
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

The organization of our staff ensures that the mandated number of instructional minutes is provided according to proficiency levels in our ENL program model. Our school uses the Proficiency Level as determined by the NYSITELL score for newly enrolled ELLs or NYSESLAT score for those returning ELLs. We also ensure the mandated number of instructional minutes are delivered by placing the ELLs together in the same homeroom whenever possible, including those former ELLs who are mandated to receive services for two years after reaching the proficient/commanding level on the NYSESLAT. Those students who have an Entering and Emerging Level receive a total number of 360 minutes of ENL. The Entering students receive a minimum number of 180 minutes of standalone ENL and 180 minutes of integrated ENL/ELA. The Emerging students receive a minimum of 90 minutes of standalone ENL and a minimum number of 180 minutes of integrated ENL/ELA. Those students who have a Transitioning or Expanding Level receive a total of 180 minutes of ENL. This includes 0 minimum number of minutes of standalone ENL. The Transitioning students receive a minimum number of 90 minutes of integrated ENL/ELA and 90 minutes of standalone or integrated ENL (with ELA or any other content area.) The Expanding students receive a minimum number of 180 minutes of integrated ENL/ELA or other content area. Our Commanding students receive a total number of 90 minutes of ENL. This includes 0 minutes of standalone ENL and 90 minutes of integrated ENL/ELA or other content area. In

our school, our Entering students receive 4 periods of integrated ENL and 4 periods of standalone ENL. Our Expanding students receive 4 integrated periods of ENL. Our Transitional students receive 2 periods of integrated ENL with ELA and 2 periods of either integrated ENL or standalone ENL. Our Emerging students receive 2 periods of standalone ENL and 4 periods of integrated ENL. Our Commanding students receive 2 periods of integrated ENL.

Our program model also strives to enhance our ELLs' existing home language skills. We try to program our ELLs with the same home language background in subject area classrooms. Doing this allows students to access content by interacting with each other at varying levels of language proficiencies. Teachers with groups of ELLs who have a common home language are able to organize collaborative tasks that target content and generate interactions in the home language among peers. Tasks are enriched with academic English language development. Also, home language resources (libraries, texts, technology, primary resource materials) are available in the classroom and in the school's library as additional resources that can accelerate learning.

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

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 ENL 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 ENL 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 ENL 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. Some of the materials that are in used in our program include: iPads, Laptops, Bilingual Dictionaries/Glossaries, SmartBoards, Promethian Boards. The ENL teacher provides content area support for the ELLs. While the ELLs are working with their peers, the ENL teacher is constantly monitoring her students and circulating around to each of them ensuring that the ELLs understand all of the Academic Vocabulary being presented in the lessons. All aspects of the lessons are able to be translated into the students' native language as needed to support the content being taught/presented.

4. How do you ensure that ELLs are appropriately evaluated in their home 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 ENL 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 ENL teacher to differentiate and align instruction to the needs of individual students based on summative and formative data. The ENL 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 ENL teacher consistently evaluates her ELLs' speaking and listening skills through read alouds, peer dialogues, and informal conversations. Throughout the school year our ELLs can be evaluated in all four modalities of English acquisition through the use of websites such as "EngageNY.com," which offers Common Core Assessments in ELA, Math, and the NYSESLAT.

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

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

Differentiating instruction for each of our ELL subgroups is essential, especially since most classrooms are composed of students with varying levels of English proficiency and subject area expertise. Our goal is to accelerate ELLs' academic English language proficiency and content-area mastery. The following is a description of how 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 ENL 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 as necessary. In addition, the parent coordinator collaborates with the ENL teacher to prepare orientation materials for incoming ELLs and their parents. We try the best we can to place our Newcomers with a "Buddy" in his/her new class. This helps the Newcomer follow his/her new schedule, etc. Our instructional plan for SIFE is as follows. SIFE students are two or more years below grade level in literacy in their home language and/or two or more years below grade level in mathematics due to inconsistent or interrupted schooling prior to arrival in the United States. We know that the more literate students are in the home language, the stronger and more expedient their transition to academic English proficiency. Our SIFE students need a great amount of language acquisition and vocabulary support. They need help with following directions and distinguishing between sounds not in native language. They need strategies for how to remember sight words when word meanings are not understood. We also know that figurative language can be very confusing in English for these ELLs. Finally, since our SIFE can easily feel frustrated when it comes to processing this challenging English, our goal when it comes to differentiating our instruction for these ELLs is to offer as much support as possible. This will ensure that their language acquisition is a success.

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. We want to enhance student understanding of English while learning classroom content, as well as offer English-proficient peers to serve as language models. 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 as needed.

Transition Plan for Students Reaching Proficiency: (Former ELLs after exiting ELL status)

Students reaching proficiency will receive school day academic intervention through 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 UAU 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 UAU extended day program. 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. Former ELLs also receive mandated services up to two years after exiting ELL status, as per CR Part 154.2. This includes 90 minutes a week of integrated ENL in content classes only.

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

The school ensures that academic progress has not been adversely affected by the re-identification process through strategic planning for the process. Any part of the evaluation process that requires the ELL student to miss classroom instruction will be planned around academic subjects to ensure that instructional time in the core subjects will not be missed. Any pull-outs will be done during non-academic/minor subjects and all work missed will be made up. Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), our principal will review the Re-Identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. Our principal will meet with a qualified staff member in our school, the parent/guardian, and the student. If our principal believes that the student may have been adversely affected by the re-identification, (based on the recommendation of the staff personnel and consultation with the parent/guardian), he will provide additional support services to the student. He may reverse the determination within the same 6-to-12 month period.

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

Our plan for academic language development will allow for a better coherence among the individual departments, school leaders and teachers. Teachers will be able to better meet the needs of our ELL and SWD students by providing access to academic content with tiered interventions, special education services, with minimal amount of restrictions. Time will be allocated for teachers during PLC and plan time to work collaboratively in teams. Increased professional development for content area teachers will be provided year long through Teachers college, and Middle School Quality Initiative. Looking closely at student work will support teachers in understanding the steps needed to reach the level of performance that the Common Core

Chart

demands and help to create systemic “best practice” strategies in all classrooms. Teachers and administrators will also utilize PLC to turnkey pertinent differentiation strategies observed in partner visits with the Learning Partners program. ENL instructional strategies and materials such as use of visuals, graphic organizers, modeling and small group instruction will allow for better acquisition of the English language. In addition, other instructional scaffolding techniques will be used, such as bridging, contextualization and schema building. The use of programs such as Achieve 3000 , Measuring Up, Learning Allies, Reading Works, Raz Kids, text to speech and speech to text allow teachers to adjust materials that are grade and age appropriate. There are multiple opportunities for student driven discussion based on their class content and several 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. All mandates on the IEPs for ELL-SWDs are managed and ensured through monthly meetings that are held with case load managers that are designated for each team of teachers.

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

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. Programing for these students is achieved by allowing students who demonstate strengh in a particular subject, attend an ICT class while remaining in a 12:1 for more support in a weaker subject. Students also receive push in support when appropriate. This maximize the time our diverse ELL-SWDs spend with non-disabled peers. We use a Common Core aligned movement tool where authenic 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 authenic 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 flexbile in scheduling.

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

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

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

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



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

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

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

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

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

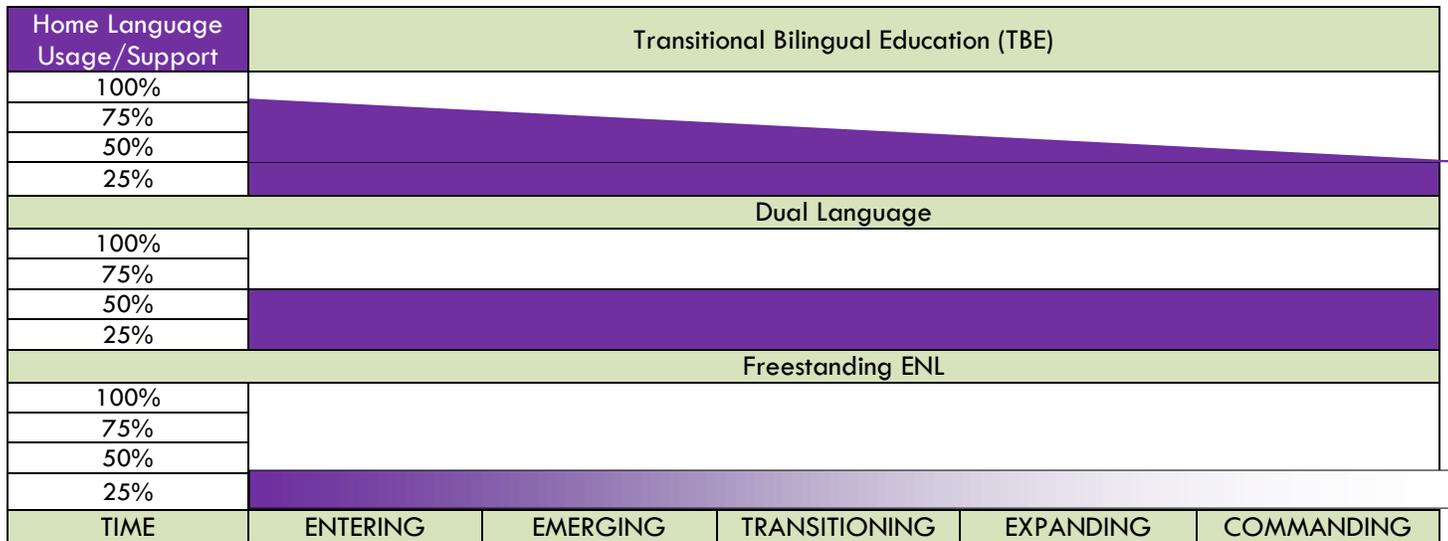


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

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



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. 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, greater individualization and intensive 1:1 support.
  3. Continue to provide Academic Intervention Services through after-school services which focus on assessed needs for additional instruction to improve literacy and mathematics skills and other content areas .
  4. Continue to align instruction for ELLs with the citywide comprehensive core curriculum in literacy and mathematics.
  5. Modify significantly all content demands, work expectations, and curriculum/instructional pacing.
  6. Utilize supplemental programs to address specific academic weakness, such as decoding, computation, or fluency.
  7. 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 using data from our ELA and Math state exams, Reading and Literacy Assessments, subject skill, concept, knowledge assessments, assessment portfolios, curriculum-based measures, formative assessments, standardized norm-monitoring of multiple interventions attempted, Performance Series, Learning Progression chart, teacher conference notes, Achieve 3000, MOSLs (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.
11. 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 ENL and in the content areas. Data from student performance trends found in ELA and Math state exams, Performance Series, as a secondary diagnostic, Achieve 3000, writing pieces from Word Generation, pre and posttest in English, Prosper Data, Quality Review recommendations, portfolio review, item skills analysis, Advance, reading and literacy assessments in subject skill, concept, knowledge assessments, curriculum-based measures, formative assessments, standardized norm-monitoring of multiple interventions attempted, Learning Progression chart, teacher conference notes, Achieve 3000, MOSLs and other valid, reliable assessments will allow teachers and support personnel to share information and create next steps for our ELLs during PLCs and interdisciplinary meetings every second and third Monday, respectfully. 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). All teachers are made aware that they are teachers of ELLs either through the grade supervisor or the ENL teacher. Letters/emails to the staff are also distributed to the teachers letting them know that they have ELLs in their classes. We also meet on Monday afternoon in our Professional Learning Communities and in Interdisciplinary Teams to review data from our students.

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

New programs and improvements scheduled for implementation next year include: Word Generation, Learning Allies, Teacher focus on the art of rigorous questioning and discussion, through professional development, inter-visitation, learning walks and sharing of best practices in our Professional Learning Communities. Teachers will work in grade-level teams to pool their expertise, learn from one another, and effectively support student learning. Continuous tiered professional development in each of the core pillars will target the specific needs of a school's staff and support the use of these programs. Lesson plans will be created to support instructional techniques such as turn and talks, targeted small group instruction, with special emphasis on higher level ELL learners, as well as students with disabilities, and Socratic Seminars. The implementation of these programs and improvements will allow our ELLs and SWD to grow both academically and socially. We will continue to encourage all of our ELLs, no matter what level of proficiency they are, to attend our UAU after school 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.

13. 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.

14. 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. ELL families are encouraged and provided multiple opportunities to increase their involvement in their child's learning. Math Night, Literacy Night, Parent Orientations, PTCs, Saturday parent classes, will increase parents' awareness about the intensified academic rigor of teachers' classrooms and provide an understanding of the Common Core Learning Standards giving them the tools necessary to ensure the best support for their child at home. Families will be informed via our school's website IS75.org, puplipath.org, School Messenger and our monthly newsletter of all upcoming events, highlighting pertinent information on the new Common Core Learning Standards, our school-wide instructional focus, and the Framework for Great Schools as the foundation to establish and strengthen our ties with ELL community. We also provide Academic Intervention Services through after-school (including UAU extended day services) which focus on assessed needs for additional instruction to improve literacy and mathematics skills. We also afford equal access to all school programs through translated notices and personalized attention from ENL teachers. Our Media Specialist will monitor both student and faculty use of resources and provide support for any/all individuals when necessary. Finally, our school provides all required support services according to ELLs ages, needs, and grade levels.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

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.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Home 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. Our ENL teacher has access to a variety of websites that enable her ELLs to work in both languages.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

All required support services and resources correspond to ELLs' ages, needs, and grade levels by .Data from student performance on ELA and Math state exams, Performance Series, as a secondary diagnostic, Achieve 3000, writing pieces from Word Generation, pre and posttest in English, Prosper Data, Quality Review recommendations, portfolio review, item skills analysis, Advance, reading and literacy assessments in subject skill, concept, knowledge assessments, curriculum-based measures, formative assessments, standardized norm-monitoring of multiple interventions attempted, Learning Progression chart, teacher conference notes, Achieve 3000, MOSLs and other valid, reliable assessments will allow teachers and support personnel to share information and determine appropriate materials and resources to correspond to ELLs grade and age level. Resources such as our Guided Reading Lending Library, Achieve 3000 and Learning Allies allows for teachers to differentiated non-fiction and fiction text to use with struggling readers that correspond to their age and grade level while also addressing their cognitive needs.

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

Before the beginning of the school year, our schools assists newly enrolled ELL students by providing an "Open House / Orientation" in the beginning of September. 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 ENL 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.

19. 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.

20. For schools with dual language programs:

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

N/A

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

Professional development and support for our school staff is ongoing throughout the year to better prepare our teachers and support personnel in delivering instruction that will allow ELLs to achieve academic success throughout the year. Targeted support from staff developers from Teachers College, MSQI, and NEST provide a wide range of professional development services to all of our Administrative staff, teaching staff (including special education staff), and support staff. In school staff development from Teachers College is devoted to implementation of reading and writing workshops, as well as content area literacy instruction for all level learners. Staff developers lead demonstration teaching within classrooms, modeling state-of-the-art methods of questioning and discussion, and small group lessons that target struggling students. Our Nest staff developer provides all service providers, psychologists, occupational/physical therapists, and speech therapists, with Tier I, II and III interventions and strategies that can be readily applied to our ELLs. Administrative Staff, Instructional Team, Learning Partner Team Members, Model Teachers, Coaches and additional school leaders will be leveraging the strengths of our strongest teachers to provide support for their colleagues through learning walks, inter-visitation and Japanese lesson planning. Under this framework, teachers and administrators will collaboratively work on providing teachers with the tools, techniques, mentors, and academic community to lead state of the art staff development and provide feedback along with next-step goals. This framework will also allow lead teachers in each content area to highlight the latest thinking about content area literacy and instruction, thereby establishing a data-based literacy leadership. Targeted support from MSQI, will allow us to use the five core pillars to strengthen literacy practices and better prepare and support at risk students, SWD's, and ELL's to become grade-level readers. The Performance Series will provide benchmark and diagnostic data to identify struggling readers. Correlated multiple assessment data will ensure that students are progressing and track student growth over time via text volume and diversity, and how text is read (individually, small group, whole group). In addition, students receive targeted support with specific strategies or skills with literacy in the content areas. Teachers will work in grade-level teams to pool their expertise, learn from one another, and effectively support student learning. Continuous tiered professional development in each of the core pillars will target the specific needs of a school's staff and support the use of programs and researched-based practices such as Word Generation, strategy lessons, guided reading, Socratic Seminar, and Notice and Note. Faculty conferences, department meetings and additional PD time are used to explore resourceful ESL methodologies and various topics such as using NYSITELL 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. The TESOL teacher meets with the literacy and math coaches monthly to implement Teachers College in ELA and Mathematics. Secretarial staff, parent coordinator and paraprofessionals receive training during Monday Professional Learning Community on best teaching practices that supports our ELL population. In addition, Election Day, Anniversary Day, and designated PD days in June are use to train staff in differentiating instruction, modifying curriculum for ELL students and different strategies that will support teachers as they work with our ELL population. Throughout the school year, our staff also attends various trainings, seminars and workshops throught the city.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Our ENL and bilingual teachers of ELLs attend QTEL and BSFC workshops and will provide staff development for our faculty with the assistance of the English supervisor. Faculty conferences, department meetings and additional PD time are used to allow teachers of ELL to explore resourceful ESL methodologies and various topics such as using NYSITELL 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. The TESOL teacher meets with the literacy and math coaches monthly to implement Teachers College in ELA and Mathematics.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Staff is provided transition notes that are compiled by the students former teachers, service providers and/or families that allow the incoming teachers to get an overview of the student, academically, socially, and emotionally. Current levels, strengths and supports are indicated including any other important information that teachers can use to more effectively provide a smoother transition into middle school. Staff attends open house, feeder school articulation and orientation to meet both student and families. Staff is also afforded the opportunity to meet with feeder school teachers during the feeder school articulation and conference with teachers regarding students who are ELLs and/or SWDs.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

Our school will provide professional development to all teachers and administrators that specifically addresses the needs of English language learners. A minimum of fifteen percent (15%) of the required professional development hours for all teachers prescribed by CR Part 80 will be dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. For all bilingual and English as a new language teachers, a minimum of

fifty percent (50%) of the required professional development hours will be dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. Our school dedicates in excess of this professional development for all teachers. PLC and Plan Time calendars, agendas attendance and activities are recorded in PLC binders for each meeting. Binders are periodically collected and reviewed by our ENL Supervisor. Other staff development days, in school or on designated non-student attendance days, are recorded and filed into our binders, including any artifacts that are reflective of that day.

### C. Parental Involvement

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

Annual Individual meetings, phone calls and/or emails are provided for parent or guardians of ELLs, generally ma to discuss the goals of the program, their child's language development progress, English language proficiency assessment results, and language development needs in all content areas. Meetings, phone calls and/or emails are conducted during parent during a mutually agreed upon date and time. Parents are afforded the opportunity to meet with various school staff and support personnel that can provide information regarding their child's language development in all content areas. For students enrolled in a bilingual education program the meeting will be conducted with a qualified interpreter/translator in the language or mode of communication the parent or guardian best understands. Schools record attendance using existing procedures.

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

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

With the help of our parent coordinator, ENL and Foreign Language Teachers, we conduct outreach in their native language to parents of ELL students. Several meetings are held 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. Families of ELLs are encouraged and provided multiple opportunities to increase their involvement in their child's learning. Math Night, Literacy Night, Parent Orientations, PTCs, Saturday parent classes, will increase parents' awareness about the intensified academic rigor of teachers' classrooms and provide an understanding of the Common Core Learning Standards giving them the tools necessary to ensure the best support at home. Families will be informed and via our school's website IS75.org, pupilpath.org, School Messenger and our monthly newsletter of all upcoming events, highlighting pertinent information on the new Common Core Learning Standards, our school-wide instructional focus, and the Framework for Great Schools as the foundation to establish and strengthen our ties with the community.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
Our school partners with Community Based Organizations to provide workshops/services to ELL parents through Teacher's College. We also refer our parents to various branches of the New York Public Library (Adult Learning Centers in Staten Island) which offer free English classes for (ESOL) English for Speakers of Other Languages. The library's adult literacy, English language programs and technology training is provided by the Mayor's Office of Adult Education as part of the New York City Adult Literacy Initiative and provides translation services if needed. The YMCA also offers classes for adults seeking to learn/improve their English. The ENL teacher also sends the parents of ELLS any/all notices she receives through emails delivered to her from the Department of English Language Learners and Student Support ("DELLSS") (Ex: ELL Borough Parent Conferences)

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

As indicated in the Framework for Great Schools, strong family and community ties play a vital role in helping to shape our schools culture and success of our students. A careful analysis of our school's attendance at Parent-Teacher conferences, curriculum meetings, school surveys, teacher feedback from parent-teacher conferences, phone logs of parental calls regarding communication of student progress, and parent suggestions to our parent coordinator allow our staff to assess and evaluate the needs of our parents. The parent coordinator and the ENL teacher are also able to meet with ELL parents individually, evaluating their needs and addressing any problems or concerns. Translation services are provided for parents (P/TY conferences) as well as translated notices and materials through the NYC Department of Education translation/Interpretation Unit. Parent orientation also allow the staff to evaluate parental needs at the beginning of the year. Throughout the school year, any new parent enrolling their child will be given the same opportunity to have their needs and concerns addressed. A meeting with the Assistant Principal will be arrange to provide an open discussion about the specific needs of the parents and/or their child.

6. How do your parental involvement activities address the needs of the 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. The PTA will plan relevant guest speakers and workshops at monthly meeting in addition to regular school business. Each month will feature a different focus that will allow parents to gain insight into specific real world middle school concerns and provide parents with the support and resources necessary to navigate their child's adolescent years. 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.

#### **D. Additional Information**

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

For question 2. In person meetings, phone calls and any relevant information will be kept in an individual file held by the ELL teacher. A formal record of the parent's preference of ELL program for their child, retained in the student's permanent record and accessible for State or City audits and reviews. A copy of the completed Parent Survey & Program Selection Form will be provided to the parent upon request.

## **Part VI: LAP Assurances**

**School Name: I****School DBN: 31R075**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Kenneth Zapata	Principal		9/18/15
Mark Herrmann	Assistant Principal		9/18/15
Linda Tacetta	Parent Coordinator		9/18/15
Kate Gioia	ENL/Bilingual Teacher		9/18/15
Ellen Ebrahim	Parent		9/18/15
Emma Cabrera	Teacher/Subject Area		9/18/15
Maria Fiermonte	Teacher/Subject Area		9/18/15
Danielle Martinson	Coach		9/18/15
Annmarie Cortes	Coach		9/18/15
Steve Ulitto	School Counselor		9/18/15
Anthony Lodico	Superintendent		9/18/15
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

*Requirement under Chancellor's Regulations – for all schools*

**DBN: 31R075**      **School Name: Paulo Intermediate School**  
**Superintendent: Anthony Lodico**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

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1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

The data and methodologies used to assess the language preferences of the parent community for both written and oral communication is as follows. In our school community we have Parent Orientation sessions that are on-going throughout the school year and Curriculum Conferences (that take place in September). In addition, our Assistant Principals 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 ENL teacher so that the ENL teacher can administer the Home Language Identification Survey (HLIS). Our ENL teacher possesses Permanent Certification in Teaching English to Speakers of Other Languages (TESOL). Our ENL teacher is notified about this new admit immediately and meets with the parents to make an initial determination of the child's home language. She is able to determine the home language based on the HLIS results, which includes an interview with the student and parent in the language preference. The ENL teacher also reviews pertinent information from Part III of the Home Language Identification Survey regarding how the parent wishes to receive written and oral communication from our school. 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. Finally, our ENL Coordinator/Teacher works with the Pupil Accounting Secretary to print out the "Adult Preferred Language Report" (RAPL) in ATS. The report lists the students alphabetically and enables us to see the "SPOKEN LANGUAGE" and "WRITTEN LANGUAGE" preferred by the parents of all students in our school.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

The parents' preferred languages for both written and oral communication is as follows:

Mandarin/Chinese, Arabic, Urdu, Albanian, English, Russian, Ukrainian, Italian, and Spanish.

## **Part B: Creating a Communications Calendar**

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Some of the documents that our school typically disseminates every year (containing critical information about educational programs and services) include: calendars, after-school program information, parent-teacher conference announcements, New York State testing dates, letters from our school leadership, annual handbooks and general overview of student curriculum. Our Parent Coordinator sends emails to our parents through "Pupil Path." (ex: "Parents Bill of Rights," "Back to School Basics", etc) The documents on Pupil Path can be translated and all families have access to this website. Depending upon the content of each document, some are distributed to families at the beginning of the school year, while others are disseminated during the middle/the end of the school year.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Throughout the school year our school will have formal face-to-face meetings with parents. These include parent-teacher conferences in November and in February. Our curriculum nights take place in September and in May. Some anticipated informal interactions will take place every Tuesday after school. This is our school's designated day for "parent engagement" when calls are made to parents to discuss their child's progress in school. This includes language development progress, language development needs in all content areas, and English language proficiency assessment results.

## **Part C: Providing Language Assistance Services**

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Our schools will meet the identified translation needs indicated in Part B. We do this by using translated materials (brochures, DVDs) provided by the Office of ELLs. Written translation services will be provided by the Translation and Interpretation Unit. Documents can be translated into Arabic, Bengali, Chinese, French, Haitian Creole, Korean, Russian, Spanish, and Urdu. We are also able to have the assistance of in-house school staff. Our Parent Coordinator sends emails to our parents through "Pupil Path." (ex: "Parents Bill of Rights," "Back to School Basics", etc) The documents on Pupil Path can be translated and all families have access to this website. Teachers are also able to use Pupil Path to send translated messages.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Our school will meet identified interpretation needs indicated in Part B. These services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit and on-site interpreters provided in-house by school staff. We have staff members who are able to speak in Italian, Spanish, Russian, Ukrainian, Arabic, Polish, Yiddish, German, and Korean.

#### **Part D: Training Staff on Policies and Procedures**

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Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Our school ensures that all staff members are aware of how to use translation services and the over-the-phone interpretation services. The school provides training time during Monday Professional Development Time and on Professional Development Days. (ex: Election Day). During these meetings, the ENL Teachers/Language Access Coordinator distributes the "I Speak..." Card for staff to know how to access a free over-the-phone interpreter. Teachers are also informed of the phone number to get over-the-phone interpretation services and the hours in which the services are available. Staff members are also given the website for the Translation and Interpretation Unit. Staff members also attend Department of Education trainings as they arise.

#### **Part E: Providing Notice of Language Assistance Services**

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

#### **Checklist of Notification Requirements**

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Our Language Access Coordinator receives a language access kit from the Translation and Interpretation Unit. This kit includes a multilingual welcome poster, a language identification guide, and other resources to help us welcome families who visit our school building and to help our staff communicate with limited-English proficient families. The multilingual Welcome Poster is located at the entrance of our school lobby. The Parents' Bill of Rights is distributed by email through out Parent Coordinator and it can be translated through "Pupilpath.com." Our school posts multilingual signage notifying parents of the availability of language assistance services . These signs are located at the Security Guard desk, the Attendance Office, the Main Office, the Parent Coordinator's office, and in the Assistant Principals' offices. The Language ID Guide is also located at the security desk and in the main office.

### **Part F: Monitoring and Quality Control**

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Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Parent surveys give valuable feedback to the administration regarding the quality and availability of services provided at our school. These surveys are distributed every Spring. We are also able to gather feedback during Parent Teacher Conferences and during Parent Teacher Association Meetings. This ensures that we are able to determine if the information/services the parents receive through newsletters, phone calls, the school website, and notices that are sent home with our students or through email/mail is highly effective.