2018-19

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

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**Section 1: School Information Page**

### School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>Paulo Intermediate School 75</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Number (DBN):</td>
<td>31R075</td>
</tr>
<tr>
<td>BEDS Code:</td>
<td>353100010075</td>
</tr>
<tr>
<td>Grades Served:</td>
<td>6,7,8</td>
</tr>
<tr>
<td>School Address:</td>
<td>455 Huguenot Avenue</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718-701-6343</td>
</tr>
<tr>
<td>Fax:</td>
<td>718-701-6351</td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Marissa Smith</td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:msmith105@schools.nyc.gov">msmith105@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal:</td>
<td>Kenneth Zapata</td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Denise Carsten</td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>Melanie Barr, Lisa Valentino</td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>Theresa Tepedino</td>
</tr>
</tbody>
</table>
Geographical District: 31
Superintendent: Vincenzo Gallassio
715 Ocean Terrace, Staten Island, NY 10301

Superintendent’s Office Address: vgallas@schools.nyc.gov
Field Support Center (FSC)

FSC: 31  
Executive Director: Kevin Moran

Executive Director’s Office Address:  
715 Ocean Terrace, Staten Island, NY 10301

Executive Director’s Email Address: 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 and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kenneth Zapata</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Denise Carsten</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Ellen Ebrahim</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Jayne Economos</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Rick Canero</td>
<td>Member/ Staff/Financial Liaison</td>
<td></td>
</tr>
<tr>
<td>Keith Palmieri</td>
<td>Member/ Staff</td>
<td></td>
</tr>
<tr>
<td>Theresa Tepedino</td>
<td>Member/ Staff</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td>---------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Meredith Feigel</td>
<td>Member/ Staff</td>
<td></td>
</tr>
<tr>
<td>Lizette Diaz</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Lisa Murphy</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Theresa Gormley</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Joanne Mavricos</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Penny Varriano</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Jennifer Wilson</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
</tbody>
</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning — to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear — that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 five goals and action plans that align with
the first five elements of the Framework for Great Schools (listed below). The sixth element, Trust, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

### The Six Elements of the Framework for Great Schools

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rigorous Instruction</strong>: 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.</td>
</tr>
<tr>
<td><strong>Supportive Environment</strong>: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers</strong>: 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.</td>
</tr>
<tr>
<td><strong>Effective School Leadership</strong>: 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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties</strong>: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust</strong>: 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.</td>
</tr>
</tbody>
</table>

### 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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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)

### School Quality Guide

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

### Title I Requirements and Strengthening Title I Parent Involvement
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

**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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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**

1. What is your school’s mission statement?

   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
2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

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 (TCRWP), resources and philosophy have been the basis of our English Language Arts program for the past eight 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. This year we are participating in the Learning Partners Program (LPP). Model Teachers are used to establish an exemplary classroom, demonstrate lessons, and explore emerging instructional practices, tools and techniques. Participants are able to reflect on visits from colleagues and plan next steps. In addition to the above collaborations, IS 75 will continue their partnership with the district and the implementation of the Core Collaborative, where we work together to collectively build teacher efficacy. School leaders and teachers have been working on digging deeper into the standards to develop curriculum documents that will reflect focus standards and success criteria for all students. Teacher Impact Teams support collaborative learning around the formative assessment process in the classroom.

To align with our school mission of improving math practice and conceptual understanding, we have partnered with Algebra for All and The National Training Network (NTN). Our staff is working with NTN to raise the level of achievement and confidence in mathematics by looking closely at the instructional methodology and by digging deeper into the “why” when solving mathematical problems.

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 coach who supports Nest teachers around strategies to better meet these students’ needs academically and emotionally. Ongoing professional development is provided by Nest to support all teachers and students.

We have an ACES program which prepares the students with daily living skills and provides them with a multi-sensory approach to learning. The students in the ACES program partner with community members and take trips to visit community members and facilities. Our students are offered a Saturday Social program where they are introduced to projects that would enhance themselves as members of the community.

3. Describe any special student populations and what their specific needs are.

IS 75 is a middle school with 1,364 students from grade 6 through grade 8. The school population comprises 1.83% Black, 11.80% Hispanic, 75% White, and 9.24% Asian students. The student body includes 1.69% English language learners and 22.36% special education students. Boys account for 50.81% of the students enrolled and girls account for 49.19%. The average attendance rate for the school year 2018 - 2019 was 84.5%. Our ELL learners are provided support from our ENL teachers. Our special education students are provided with an ICT setting, 12:1 services,12:1:1 services, and pull-out, push in services as determined by their IEP. To improve school attendance we have implemented a plan to have perfect attendance rewards for students who have perfect attendance during that
We have added additional after school activities to engage students. In addition, we have implemented advisories. During our morning advisory traits of being a successful student are discussed.

4. Identify 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.

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 mentioned initiatives, Professional Learning Communities (PLCs), Interdisciplinary Team meetings, common teacher plan time, Instructional Team, impact teams 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 the learning that results in high-quality work products.

Our key instructional focus for the 2018-2019 school year will continue to build on the progress and successes of the Core Collaborative. In response to The Framework for Great Schools, if educators and supervisors use purposeful protocols to guide their Impact Teams, it will strengthen professional capital and build teacher efficacy, directly resulting in more rigorous instruction and increased student learning.
<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
<th>English Language Learner Programs (2018-19)</th>
</tr>
</thead>
<tbody>
<tr>
<td>06,07,08</td>
<td>1371</td>
<td>No</td>
<td>N/A</td>
</tr>
<tr>
<td>Transitional Bilingual</td>
<td>N/A</td>
<td>Dual Language</td>
<td>N/A Self Contained English as a Second Language</td>
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<tr>
<td>Special Education Programs/Number of Students (2015-16)</td>
<td></td>
<td># Special Classes (ELA)</td>
<td>86</td>
</tr>
<tr>
<td></td>
<td></td>
<td># Special Classes (Math)</td>
<td>89</td>
</tr>
<tr>
<td># Visual Arts</td>
<td>38</td>
<td># Music</td>
<td>16</td>
</tr>
<tr>
<td># Foreign Language</td>
<td>35</td>
<td></td>
<td>No</td>
</tr>
</tbody>
</table>

School Demographics and Accountability Snapshot for 31R075

<table>
<thead>
<tr>
<th>School Configuration (2018-19)</th>
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</thead>
<tbody>
<tr>
<td>Grade Configuration</td>
<td>06,07,08</td>
</tr>
<tr>
<td>Total Enrollment (2017-18)</td>
<td>1371</td>
</tr>
<tr>
<td>SIG Recipient (Y/N)</td>
<td>No</td>
</tr>
<tr>
<td>English Language Learner Programs (2018-19)</td>
<td>N/A</td>
</tr>
</tbody>
</table>

| Special Education Programs/Number of Students (2015-16) |                      | # Special Classes (ELA) | 86 | # SETSS (ELA) | 14 | # Integrated Collaborative Teaching (ELA) | 201 |
| # Special Classes (Math) | 89 | # SETSS (Math) | 7  | # Integrated Collaborative Teaching (Math) | 193 |
| # Visual Arts       | 38 | # Music              | 16  | # Drama       | 20 |
| # Foreign Language  | 35 |                    | No | N/A |

School Configuration (2018-19)

<table>
<thead>
<tr>
<th>School Composition (2017-18)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>% Title I Population</td>
<td>39.0%</td>
</tr>
<tr>
<td>% Free Lunch</td>
<td>32.6%</td>
</tr>
<tr>
<td>% Limited English Proficient</td>
<td>1.7%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Racial/Ethnic Origin (2017-18)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>% American Indian or Alaska Native</td>
<td>0.4%</td>
</tr>
<tr>
<td>% Hispanic or Latino</td>
<td>12.3%</td>
</tr>
<tr>
<td>% White</td>
<td>75.1%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Personnel (2015-16)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Years Principal Assigned to School (2016-19)</td>
<td>6.08</td>
</tr>
<tr>
<td>% of Teachers with No Valid Teaching Certificate</td>
<td>0%</td>
</tr>
<tr>
<td>% Teaching with Fewer Than 3 Years of Experience</td>
<td>5%</td>
</tr>
</tbody>
</table>

Student Performance for Elementary and Middle Schools (2017-18)

| ELA Performance at levels 3 & 4 | 66.2% |
| Science Performance at levels 3 & 4 (4th Grade) (2016-17) | N/A |
| ELA Performance at levels 3 & 4 (2016-17) | 84% |

Student Performance for High Schools (2016-17)

| ELA Performance at levels 3 & 4 | N/A |
| Science Performance at levels 3 & 4 (8th Grade) (2016-17) | N/A |

Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

<table>
<thead>
<tr>
<th>Elementary/Middle School</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Met Adequate Yearly Progress (AYP) in ELA (2016-17)</td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>N/A</td>
</tr>
<tr>
<td>White</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>N/A</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>YES ALL STUDENTS</td>
</tr>
</tbody>
</table>

| Met Adequate Yearly Progress (AYP) in Mathematics (2016-17) |                        |
| American Indian or Alaska Native | N/A             |
| Hispanic or Latino             | YES              |
| Students with Disabilities     | NO               |
| Economically Disadvantaged     | YES ALL STUDENTS |

| Met Adequate Yearly Progress (AYP) in Science (2016-17) |                        |
| American Indian or Alaska Native | N/A             |
| Hispanic or Latino             | YES              |
| Students with Disabilities     | YES              |
| Economically Disadvantaged     | YES ALL STUDENTS |

<table>
<thead>
<tr>
<th>High School</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Met Adequate Yearly Progress (AYP) in ELA (2016-17)</td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>N/A</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>N/A</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>N/A ALL STUDENTS</td>
</tr>
</tbody>
</table>

| Met Adequate Yearly Progress (AYP) in Mathematics (2016-17) |                        |
| American Indian or Alaska Native | N/A             |
| Hispanic or Latino             | N/A               |
| Students with Disabilities     | N/A               |
| Economically Disadvantaged     | N/A ALL STUDENTS  |

| Met Adequate Yearly Progress (AYP) in Graduation (2016-17) |                        |
| American Indian or Alaska Native | N/A             |
| Hispanic or Latino             | N/A               |
| Students with Disabilities     | N/A               |
| Economically Disadvantaged     | N/A ALL STUDENTS  |

2018-19 CEP

14
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

<table>
<thead>
<tr>
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The 2018-2019 ELA and Mathematics school year data is being used to target specific Common Core Learning Standards and our data will be evaluated as we move towards the Next Generation Standards. The 2017-2018 ELA data report shows that 66% of our students are proficient in ELA compared to 59% the previous year. We want to improve proficient levels in ELA to 70% in the 2018-2019 school year. The 2017-2018 Math data report shows that 58% of students were proficient in math compared to 51% proficiency in the previous year. While improving our rigorous instruction we plan to increase our proficiency level to 60%. Teachers will continue to review and modify teaching practices based on the items skills analysis breakdown. Teachers will use this data to adjust their teaching methods and create more rigorous tasks. Teachers will create formative assessments to monitor the progress, improve student achievement and increase the outcome of the performance.

In response to The Framework for Great Schools, educators and supervisors found a need to utilize formative assessment to help students identify their strengths and weaknesses. They will target areas that need support and assist faculty in recognizing where students are struggling and address concerns immediately. If educators continuously revise and develop formative assessment practices through student peer and self-evaluation, then student learning will be extended, resulting in higher quality work products and improved student outcomes in all subject areas.

Instruction across all disciplines will be challenging, engaging and vertically aligned across grades. Classes will be well-defined with clear expectations for student success. Classrooms will be interactive and personalized by using Chromebooks, I-pads, and Promethean boards, to build and apply knowledge.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 formative assessment strategies through student peer and self-evaluation, then student learning will be extended, resulting in higher quality work products and improved student outcomes in all subject areas. By June 2019, 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 3a – Action Plan

**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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

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<td>Administrative Staff, Instructional Team, Teacher Teams, Impact Teams, Model Teachers, Learning Partners and Coaches</td>
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Our school will continue using targeted support from Paul Bloomberg/Core Collaborative, Teachers College, The Middle School Quality Initiative (MSQI), National Training Network (NTN) and Algebra for All to strengthen our formative assessment process which will enable us to create appropriately rigorous tasks. Our professional development team will provide a wide range of professional development services, including in-school staff development devoted to implementation of self-assessment rubrics and checklists. We will use the guidance of the Core Collaborative to enhance our Impact Teams. The teams will continue to meet regularly to build teacher/student collaboration and learning. Staff developers will be leading demonstration lessons within classrooms and at various professional development sites in order to convey state-of-the-art teaching methods.

School leaders will be leveraging the strengths of our strongest teachers to provide support for their colleagues through learning walks and inter-visitations. Evidence of assessment for learning in the classroom will be done by the creation of rubrics/checklists/exit slips. Under this framework, teachers and administrators will collaboratively work on providing teachers with the tools and techniques, to give and receive accurate, respectful descriptive feedback. Staff will develop accurate learning goals and revise their work using feedback. Students will work collaboratively with their teachers to monitor their own progress. Teacher teams will engage in collaborative inquiry based on student data and determine next steps to revise their instruction as needed. Educators will use Summative Assessments from the 2018-2019 NYS ELA and Math exams to drive instruction.
Targeted support from the Core Collaborative, MSQI, Teachers’ College, NTN, and Algebra for All will allow us to use the five core pillars to strengthen literacy and mathematical practices to better prepare and support at-risk students, SWD’s, and ENL’s to become grade-level readers. The success of the formative assessment process is dependent on a culture in which all educators are collaborative and focused on reflective practice to improve student learning. Data received through the formative assessment process, will be used to drive instruction. Students will reflect on their strengths and next steps based on feedback from peer/self-assessment and teacher feedback. Students will be able to identify, apply and give feedback using success criteria. They will be able to engage in reflective dialogue with peers and teachers based on rubrics/checklists. Students will get regular feedback from teachers. They will create SMART personal learning goals and revise assessment based on feedback tied to a rubric/checklist. Students will keep track of their progress and continue to set new learning goals.

Families will be encouraged and provided multiple opportunities to increase their involvement in their child’s learning. Math Night, Literacy Night, Parent Orientations, PTCs, and 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 provided information about our shift towards The Next Generation Standards. Families will be informed 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 Next Generation 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.

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

At Paulo we plan to engage families and support their understanding of rigorous instruction, the Common Core Standards and our move into the Next Generation Standards by hosting family nights. Our family nights will include Literacy Night, Curriculum Development Nights and Math Night. Our Assistant Principal of English, Literacy Coach and English teachers will host Literacy Night in March. Content area teachers will host Curriculum Development Nights in September and May. Math night will provide parents the opportunity to learn strategies to help their children prepare
for the Math State Exam and learn strategies to support their child at home. Each Tuesday, during our allotted parent engagement time, parents have the opportunity to meet with our staff to obtain skills and strategies to use at home.

**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.

TL FSF funding will be used for teacher team meetings and professional development, both in and out of the classroom.

TL FSF and TL SE Specialized Programs ASD will fund assistant principals, coaches and lead teachers who will coordinate this effort.

TL FSF and TL Strong Schools Strong Communities will be used to help pay for our Teachers' College curriculum.

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

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**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.

By June 2019, Administrative Staff, Instructional Team members, Model Teachers, Teacher Impact Teams, and Coaches will engage in progress monitoring by using formative assessment techniques. By February 2019, Administrative staff will evaluate data collected from Performance Series, benchmark unit assessments and formative tasks and then revise instruction according to the areas of need.

1. Administrative Staff, Instructional Team, 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 by 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.

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 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 instructional 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. Teachers will review midterm assessments to determine if their instruction had an impact on student growth.

4. 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.
5. Teacher teams will apply the strategies discussed and developed and then use the data from the formative assessments to plan next steps in teaching and instruction. Data will be collected and reviewed from Performance Series. We want to see a 5% increase in student proficiency from to quarter to quarter, as determined by the Performance Series assessment.

6. Model teachers will host New Teacher Workshop to support new teachers and provide them with effective instructional techniques.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

**Measurements used:**

- Student and Peer Evaluation
- Rubrics aligned with success criteria
- Analysis of student work
- Performance Tasks
- Quarterly assessments
- Teacher feedback
- Performance Series
- Inter-visitations
- Learning Walks
- Observations
- Cycles of Learning Template and Revisions
- Action Plan Template
- Impact Team Protocols
- NYS Math/ELA Assessments
- Regents Exams
- Intermediate Level Science Assessment
- Foreign Language Proficiency

**Part 5c.** In **February 2019**, 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

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<tr>
<td>3. What policies, practices, and structures are in place to ensure you are supporting the whole child?</td>
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In response to the Framework for Great Schools, educators and supervisors feel a need to help shape our school and peer-group culture so that we can maximize the motivation to learn and achieve. The importance of creating an environment where students feel safe, valued and challenged to work is very important. After examining multiple sources of data, information was gathered from the detention and suspension occurrences within the last three years, a review of the Planning and Placement Team meetings, participation in after-school activities and student surveys. Anti-bullying and Respect for All assemblies, March of Dimes walk, toy drive, coat drive and penny harvest drive, ASD Nest Program and Perspectives Lab, SAPIS counselor, Giving Circle, peer intervention, 'Saturday Social' program, 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.

We feel Paulo provides 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 a small population of students who were less likely to be noticed and/or participate in school activities. This awareness allowed us to reaffirm 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 were able to create a culture that emphasized a sense of belonging and supports excellence. In a continued effort to nurture a supportive environment for less visible students, teachers and staff will continue to “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. 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.

The Equity, Excellence, and Empathy Committee will plan activities to support the Advisory period. Students will join the Principal for lunch to discuss the needs for the school. Student and teacher voice will be used to create meaningful tasks to support social and emotional learning at Paulo. According to our School Quality Guide Survey results from the 107-2018 school year, 74% of students say that their teachers use examples of different cultures, backgrounds, and families in their lessons to make learning more meaningful. (Q1f) We will continue EEE Committee and will provide students and teachers with culturally relevant material to meet the needs of all students. In addition, new and trending diverse books have been added to our libraries.
We will continue our partnership with College Access for All program which encourages our 7th grade students to explore various career options and helps them to navigate their journey from middle school to college.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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, 2019, staff members will recognize the individual needs and experiences of students, and work together to better understand and support them. Homerooms are now advisory periods. This will serve to foster kindness, character building, and empathy. By October 2018, teachers will select at least one new 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.

This will be measured by attendance records, student reflections, teacher reflections, review of disciplinary reports and attendance at school spirit events.
### 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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

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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-visititation, via Learning Partners to observe these programs that are already in place.

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, pupilpath.org, our monthly newsletter, and School Messenger. Students will have the opportunity to reflect with the Principal as part District 31’s Equity, Excellence and Empathy Action Plan. ENL students are offered an ENL social club in addition to the Saturday Social which will support their cultural needs.
Teachers and administrators will increase positive interaction with students and their families. We will do this by providing positive phone calls, written correspondence, and anecdotal logs via Skedula. Staff will collaborate on strategies to build strong schools and strong communities by adopting a student. The community will work with our staff to create and foster enrichment programs for our students.

All students  
Sept 5, 2018-June 28, 2019  
Midpoint Check in-January 4, 2019  
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.” differentiated colored cubes to leveled questions, “Popsicle random call” and rapid fire questioning will encourage participation and interaction. Students will use peer and self assessment strategies, based on the research provided by The Core Collaborative. Students and teachers will give and receive accurate, respectful, and descriptive feedback. Our Equity, Excellence and Empathy team will work to provide meaningful tasks to support social-emotional learning.

All students  
Sept 5, 2018-June 28, 2019  
Midpoint Check in-January 4, 2019  
All Staff: not limited to teachers, Administrative Staff, Instructional Team, Impact Teams

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.
Our school will engage families and support their understanding of our Supportive Environment through our parent support group, which is held on Saturdays and is hosted by our teachers. Teachers host the support group and create objectives based off our students needs. PTA meetings are held each month and hosted by our parent teacher association. The PTA updates parents and students on all current activities and general information about the school. Curriculum nights are held twice a year and hosted by our content area teachers. Literacy Night is hosted once a year by content area teachers. Math night is held once a year and hosted by content area teachers. Our Curriculum, Literacy and Math nights are designed to inform the parents of our instructional practices and guide them with skills and strategies to support their children at home. At Paulo we provide opportunities for guidance counselors to partner with parents for them to understand college and career readiness, graduation requirements, and transcript interpretation so that they could monitor their children's progress.

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.

TL FSF, Self Sustaining 14, and Self Sustaining 43 funding will be used for after school student programs.

TL FSF and TL SE Specialized Programs ASD funding will be used for meetings of teachers and guidance counselors regarding student support services.

TL SE Specialized Programs ASD funding will be used for monthly student/ parent conferences with teachers and guidance counselors.

PTA funds will be used to provide after school events to support the social and emotional well-being of the students.

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

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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.

By January 2019, teachers will review the adopted student's data to see if there has been a 5% gain in student achievement. As a school we will modify engagement strategies in order to meet an overall gain of 10% achievement by June 2019.

1. Administrative Staff, and instructional teams 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.
2. 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.

3. 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.

4. 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.

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.

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 use a talk and discussion rubric to measure and assess student participation and level of engagement.

9. Teachers will review marking period report card with students to identify areas of improvement and areas in need of more support.

10. Teachers will hold student lead conferences to have students self-evaluate and create their own goals and action plan as next steps.

11. Media Specialist will monitor both student and faculty use of resources and provide support for any/all individuals when necessary.

12. Use the data in 2018 School Environment Survey to determine if ”Adopt A Student“ increased student attendance and achievement

13. The Equity, Empathy and Excellence Committee will review parent, student and teacher feedback to ensure the social emotional needs of students are being met. Team members will attend RULER training to turnkey to the staff.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

Measurements used:

- Report Cards
- Student Attendance Record
- School Environment Survey
- Staff knowledge of students
- Analysis of student work
- AIS Records
- Quarterly assessments
- Teacher feedback
- Inter-visitations
- Learning Walks
- Observations
- Interdisciplinary PLC
- Student voice

| Part 5c. In **February 2019**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable. |
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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By June 2019, if educators collaborate successfully with the administration and are provided with specific and targeted feedback, then the teachers will take that feedback and modify instruction which will provide a 5% increase overall student achievement. After reviewing our observation reports, leadership members compared teacher performance data with teacher evaluations and noticed inconsistencies. Within our safe and supportive environment, our teachers will move towards taking risks and modifying instructional practices.

Our administrative team will continue to norm our practices to support our teachers. The successful collaboration showed that 66% of our students are proficient in ELA compared to 59% the previous year. Our administrative staff will continue to work together to norm practices and will improve proficient levels in ELA to 70% in the 2018-2019 school year. The 2017-2018 Math data report shows that 58% of students were proficient in math compared to 51% proficiency in the previous year. Feedback from administrative staff will be around supporting our school focus of rigorous instruction and we plan to increase our proficiency level to 60%.

Professional Learning Communities met regularly to analyze student data, revise lesson plans while adjusting our teaching practice and curriculum to meet the needs of our school’s population. Student work such as the MOSL pre-assessments, Performance Series, quarterly assessments, CCLS aligned performance tasks and classroom assignments are analyzed to identify the needs of the students and develop strategies to support them. Every six weeks during a Monday PLC, teachers meet in interdisciplinary teams to analyze the work of shared students to identify strategies to support individuals who have been identified as at risk. A plan is put in place for assisting those students and is reviewed at the next interdisciplinary meeting to determine if the plan is working or if it needs to be revised.

Teachers followed the model outlined in the Chancellor’s Handbook for Professional Learning to create five to eight week cycles of learning. The teachers identified an area of focus and implemented a cycle in which they plan, implement, reflect, adjust and share lessons learned. All of their work involved an inquiry based approach as teachers review student work to inform their next steps. A significant portion of the work for this year focused on the District 31 initiative, in partnership with the Core Collaborative, to improve formative assessment through an understanding of success criteria and learning progressions. Throughout the year, teachers and leaders work closely with the Core Collaborative to jointly network with other professionals specializing in student-centered approaches to learning. Teachers worked in teams to unpack the standards for both ELA and math and create banks of success criteria to facilitate lesson planning. For the 2018-2019 school year we plan to unpack and begin the transition into the Next Generation Standards. The teams have also created rubrics and checklists for students based on the success criteria to make learning progressions clear for students and enable them to identify their own gaps in understanding.
Teachers who have strong instructional practice were identified and encouraged to host learning walks and to share those best practices. They debrief so that teachers can support one another in bringing these practices into their own classrooms. Teachers also engage in regular inter-visitation which are more focused on each individual teacher’s specific needs and interests.

Special education teachers meet monthly to collaborate on their IEP teams to discuss student progress toward goals. In addition, teachers planned collaboratively to develop Word Generation lessons, as part of our work with MSQI, to support at-risk students. Our MSQI staff developer was able to meet regularly with teachers and assist in the planning and supporting struggling students.

The success of this work was tracked through performance tasks, quarterly assessments, analysis of student work and Performance Series results, teacher feedback and Learning Cycle data. As a response to areas that would build upon our strengths and support growth in less mature areas, educators and administrators created our 2018-2019 instructional focus to focus on creating rigorous tasks based on student data. The Core Collaborative Impact Team model, a strengths-based, PLC model, will allow us to put “students at the center” by supporting the implementation of the formative assessment process in the classroom. Teachers will use quality evidence to collaborate around what works for all students through the Impact Team process and create rigorous and relevant tasks. This cohesive approach will enable us to strengthen and foster student learning while promoting independence, resulting in higher student achievement.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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.

By June 2019, the implementation of an Impact Team Model will enable us to thoroughly review student work to support the revision of curriculum and related lesson plans to meet the needs of our diverse learners. The Impact Team Model and 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 3a – Action Plan

**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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

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<th><strong>Key Personnel</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Who will be targeted?</td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
</tr>
</tbody>
</table>

**Our School will be using the Impact Team model introduced by the Core Collaborative, Paul J. Bloomberg, Ed.D & Barb Pitchford, M.A.** The Impact Team model is a strengths-based, PLC model. Teachers will support the implementation of the formative assessment process in the classroom and use quality evidence to collaborate around what works for all students through the Impact Team process. During the learning cycle, Impact Teams will check in with each other frequently to share successes, challenges, and sharing artifacts. Teachers will use student voice to make timely corrections as needed. Coaches participate in PLC and plan time meetings to support the teachers while reviewing data and creating lesson plans. Coaches work with teachers to implement action plans into their classrooms.

**Each teacher will choose a learning group and/or demographic group (ie: long term ELL student, at risk student, gifted and talented student, etc).** They use these students’ work as representative samples (case study) to make generalizations about teaching effectiveness. They will work with the same student(s) throughout the school year.

**Using purposeful protocols will ensure the intended outcome of a meeting and ensure a focus and efficiency to support collaborative learning so that all team members feel valued.**

Protocols will include:

1. **Evidence • Analysis • Action:** 3-step protocol to analyze student work efficiently in order to take collective action.

2. **Case Study:** Impact Teams check in with each other to monitor their actions and student response to strategies connected to the formative assessment process. They will plan backwards using learning intentions and success criteria.
3. Calibration process: Scoring student work among a group of educators will ensure alignment to the standards upon which rubrics and scoring criteria are based.

4. Lesson study: will provide instructional effectiveness specific to the formative assessment process.

5. Evidence walks will provide non-judgmental feedback based on specific criteria of the practice.

6. Highly effective teachers will open their classroom and the teachers observing with use the Learning walk template to obtain best practices.

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 formative assessment process that will be taking place in teachers’ classrooms and provide an understanding of success criteria and learning progressions so that they will have the tools necessary to ensure the best support at home. Families will be informed by monthly Curriculum Newsletters to explain the upcoming units of study and priority standards and success criteria being addressed. Our school’s website, IS75.org, Pupilpath.org, School Messenger and our monthly newsletter will highlight pertinent information on the 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. Our Paulo families will be provided with information regarding the shift towards the Next Generation Standards,
3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

At Paulo we plan to engage our families and aid their understanding in our collaborative teaching practices and strategies by sharing information about school and parent-related programs, meetings, and other activities in a format, and in languages that parents can understand. We plan to 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. Parents will have the opportunity to look at templates protocols we use to analyze student work. We plan to provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children. This will be done throughout the year and provided by Paulo staff members such as: parent coordinators, coaches, and teachers.

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.

TL FSF to support Instructional Team meetings.

TL FSF to support professional development.

TL FSF to fund the partnership with The Core Collaborative

TL FSF and TL Strong Schools to fund Teacher's College staff developers
## Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
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<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
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</table>

## 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.

By January 2018, teachers and staff will monitor the progress of student learning by collecting formative assessment data and alter teaching practices accordingly to increase student achievement by 1.5%. Overall, by June 2019, if teachers implement and collaboratively review student work using rubrics, assessment checklists, and revising teaching practices, there will be a 3% overall increase of student achievement.

1. Administrative Staff, Instructional Team, Learning Partners, Model Teachers and Coaches will elicit feedback from individual teachers and their respective departments regarding the implementation of Impact Teams strategies and protocols. Feedback and monitoring will allow members to make mid-course corrections if needed. More importantly, they will support each other to respond and innovate to ensure student success.

2. More support or alternative support can be recommended and adjustments will be made.

3. 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, MSQI and NTN. Supervisors will then 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 from Impact Team was effective.

3. Teachers will view videos and discuss best practices observed regarding their collective actions and student response to strategies connected to the formative assessment process.

4. Teachers will implement best practices, reflect, and share their findings with their colleagues during PLC’s, interdisciplinary team meetings and common planning time.

5. Cross content teachers will take time during their monthly meeting to discuss whether the lessons taught connected to the ultimate learning goal to ensure student focus and engagement.

6. Impact teacher teams will help teachers and leaders look closely at a specific and predetermined practice central to the formative assessment process in a purposeful way.

7. Media Specialist will monitor both student and faculty use of resources and provide support for any/all individuals when necessary.

### Part 5b. Indicate the specific instrument of measure that is used to assess progress.

Measurements used:

- Analysis of student work
- Performance Tasks
- Quarterly assessments
- Teacher feedback
- Performance Series
- Inter-visitations
Part 5c. In **February 2019**, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.

2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Effective school leadership are strong leaders that anchor their work on central issues of learning and teaching and continuous school improvement. As a vital component to the Framework for Great Schools- Effective school leadership lays the foundation for positive school improvement results. Our school meets weekly in PLC’s and plan time to provide opportunities for meaningful teamwork. Student work is analyze and teachers plan for instruction to address areas of concern that have been identified. School leadership provides our team with clear, measurable goals; and the regular collection and analysis of performance data to provide teams with meaningful and actionable feedback. Our instructional leadership also leads our school through the goal-setting process by using a clear guide in the cycles of learning in which student achievement data is analyzed, improvement areas are identified and actions for change are initiated. Leadership works collaboratively with staff and school community to identify discrepancies between current and desired outcomes. The instructional leadership will set and prioritize goals to help close the gap and develop improvement and monitoring strategies aimed at accomplishing the goals. Our team will communicate goals and change efforts to the entire school community. We also try to ensure that staff development needs are identified in alignment with school improvement priorities and that these needs are addressed with appropriate professional learning opportunities through Teachers College, MSQI, Learning Partners, NTN, mentoring, inter-visitation, learning walks or any other means of support available.

Upon reflection and review of observations in the 2017-2018 school year, our team found a need to improve our feedback for the upcoming 2019 school year, to teachers and staff with the emphasis on consistency and cohesiveness within our instructional team. Through multiple observation strategies and instructional rounds, we will ensure our feedback to teachers is consistent meaningful and actionable, particularly around our instructional focus of formative assessment. Teacher observations, teacher feedback and evidence of student growth will be used to determine if in fact these strategies and supports were effective in improving student achievement as a direct result of strong, effective school leadership.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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.

Effective School Leadership, as supported by the Framework for Great Schools, is essential to the success and improvement of classrooms and schools. Through multiple observation strategies and instructional rounds, we will ensure our feedback to teachers is consistent, meaningful and actionable, particularly around our instructional focus of formative assessment. 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.
### 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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>School leaders and teachers</td>
<td>Sept. 2018-June 2019</td>
<td>Administrative Staff, Instructional Team, School Leadership Team, Model Teachers and Coaches</td>
</tr>
</tbody>
</table>

The Danielson Rubric will establish a school wide understanding of what highly effective teaching looks like. The leadership team, through a use of the rubric, and creation of their own success criteria for highly effective teaching, will be able to provide coherent, concise, clear and focused feedback to teachers. Teachers will have a shared understanding of what high quality teaching is and be able to reflect upon their own practice to determine where they are at and formulate their own next steps. This will create a culture of trust and will cultivate an atmosphere of learning.

Instructional rounds are one of the most valuable tools that a school or district can use to enhance teachers' pedagogical skills and develop a culture of collaboration. Instructional rounds will...
be scheduled within each department in 6 week intervals to coincide with our cycles of learning. The primary purpose for these rounds will be to observe teachers and compare their own instructional practices with those of the teachers they observe. The chief benefit of this approach will reside in the discussion that takes place among observing teachers at the end of the observation as well as in subsequent self-reflection. A self-reflection template and checklist created by the instructional team will be used to record what teachers found useful, what practices they believe would benefit their students and how they plan to try-out these instructional practices in their classroom.

School leadership will norm their observations by conducting joint observations and debriefing about the low inference notes taken. Leaders will then confer and collectively discuss the lesson and its effectiveness. Using the Danielson rubric, low inference notes taken, will be used collectively to determine the strengths of the lesson as well as next steps. This feedback will then be messaged to the teacher to ensure a more consistent, actionable and meaningful focus for teachers to improve instruction.

School leaders and teachers will use the School Leadership Team to support instructional practices, such as formative assessment and rigorous instruction, that will be shared and implemented to promote a successful school. The SLT, will ensure a collegial environment and a school-wide culture grounded in trust and mutual respect based on shared expectations and high quality teaching. Parents will be provided multiple opportunities to increase their involvement and awareness through Parent Orientation, PTA meetings, curriculum newsletters, Literary Night, Math Night, and parent workshops. Parent support will strengthen the focus of our team and will increase parents' understanding about the formative assessment process and how collecting student data will lead to the creation of rigorous tasks, that will be taking place in their child's classroom. Parents will be offered the opportunity for their child to attend after school tutoring provided by other students in city high schools and CUNY outreach. Students will also have the opportunity to attend Saturday math tutoring, held by their teachers.

3b – Parent and Family Engagement
How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Parents will participate in the SLT team. These meetings will be conducted once a month. Participants will include parents, administrators, teachers, deans and chapter leaders. Parents and school leaders will work together through the PTA, which hosts meetings once a month. These meetings are overseen by the PTA and administrative staff.

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.

TL FSF to support professional development around the Danielson Framework

TL FSF to support Instructional Team meetings.

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

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<tr>
<th>X</th>
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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.

Progress monitoring data approach:

By June 2019, stakeholders will be identified to hold teacher leadership roles within their department and content areas. In an effort to distribute shared leadership amongst all stakeholders teacher leaders will support their team and administration by providing their team with feedback, strategies, and professional development. By February 2019, surveys will be used to determine if their needs are being met and revise meetings, professional development, and professional learning cycles, accordingly.

- Administrative Staff, Instructional Team, Model Teachers and Coaches will elicit feedback from individual teachers and their respective departments. Teachers will discuss the feedback and next steps.
- Feedback and monitoring will allow members to make mid-course corrections if needed. More importantly, they will support each other to respond and innovate to ensure student success. 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 each other regarding feedback given to teachers.
- Supervisors will 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 and feedback from school leaders were effective.
- Teachers will view videos and discuss best practices observed regarding their collective actions and student response to strategies connected to the formative assessment process.
- Teachers will implement best practices, reflect, and share their findings with their colleagues during PLC’s, interdisciplinary team meetings and common planning time.
- Cross-content teachers will take time during their monthly meeting to discuss whether the lessons taught connected to the ultimate learning goal to ensure student focus and engagement.
- Impact teacher teams will help teachers and leaders look closely at a specific and predetermined practice central to the formative assessment process in a purposeful way.
- School leaders will review the Framework for Great Schools Report to determine if progress was made in Effective School Leadership.
- Media Specialist will monitor both student and faculty use of resources and provide support for any/all individuals when necessary

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

**Measurements used:**

- Framework for Great Schools Report
- Analysis of student work
- Performance Tasks
- Quarterly assessments
- Teacher feedback
- Performance Series
- Inter-visitations
- Learning Walks
- Teacher Observations
- Cycles of Learning Template
- PLC
- Videos
- Action Plan Template
- Impact Team Protocols

**Part 5c.** In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school's strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

As indicated in the Framework for Great Schools, strong family and community ties play a vital role in helping to shape our school's culture and success of our students. After careful analysis of our school's attendance during Parent-Teacher conferences and curriculum meetings, school surveys, teacher feedback from parent-teacher conferences, 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.

During the 2018-2019 school year we plan to address this issue and we are determined to reaffirm our school's commitment to the PTA.

By February 2019, we will incorporate various incentives, strategies, and support to encourage better attendance at all functions. We will elicit feedback from parents to help bridge the gap between home and school. We will address 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. After analyzing attendance rates from 2017-2018, we plan to increase our attendance rate by 5% for the upcoming 2017-2018 school year.

Part 2 – Annual Goal

Indicate your school's 2018-19 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, 2018,, we will ensure that PTA meetings are more engaging and that parents have a voice regarding school policy and event planning. This will result in an additional 5% increase in parent attendance for monthly PTA (Parent Teacher Association) meetings. CHANGE
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
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</table>
| • Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). | Parents/Students | Sept 2018-June 2019 | Principal, Assistant Principals, Teachers and Parent Teacher Association |

**Incentives to encourage attendance, such as raffles tickets and prizes, will be given to parents who attend monthly PTA 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.**

**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.**

**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.**

**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.**

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**3b – Parent and Family Engagement**
If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

- College Access for All
- Sundog Theatre
- Kids Night Out

### 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.

TL FSF, TL Translation Services funding will be used for after school and weekend parent activities.

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.

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### 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.

*By February 2018 there will be a 2.5% increase in parent involvement, with an overall 5% increase in parent involvement by June 2018.*

- 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.
- 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.
- Supervisors and teachers will monitor website visits, to determine if there has been an increase in visits.
- 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.
- Supervisors, teachers and PTA member will maintain attendance of parents support school functions by volunteering their time.
- 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. This includes events such as Jets games and Hershey Park trips.
- 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.
- Teachers will review marking period report card to study the correlation of parental involvement and student achievement.
• 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 guest speakers and important topics to be discussed.
• Media Specialist will monitor both student and faculty use of resources and provide support for any/all individuals when necessary.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

Measurements Used:

• Parent Attendance at monthly PTA meetings
• Service credits awarded to students for a multitude of hosted PTA functions (Color Run, Fashion Show, collection of goods/items for various causes).
• Framework for Great Schools Report - Strong Family Community Ties Survey
• Informal feedback from parents

Part 5c. In February 2019, 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
</table>
| **English Language Arts (ELA)**          | All students placed in academic intervention must go through the RTI process or have scored below a 3 on one or more state exam.  
2. Students in grades 6–8 will be considered for Tier 2 AIS if:  
• They score below Designated Performance Level (below a 3) on state assessments in ELA and/or Mathematics.  
• Their score on the Performance Series or other formative assessment indicates poor progress.  
• They are recommended by the RTI team.  
Tier 1 and/or Tier 2 interventions are appropriate.  
3. The RTI team will determine eligibility for AIS service as evidence of the following:  
• Diagnostic Assessments  
• Reading/Literacy Assessments | 1. ICT Classes- Inclusion of SWD with general education students  
2. Resource Room- SETSS  
3. Special Education Self-Contained 12:1 classes- SWD in major subject area classes  
4. NEST Program  
5. D75 program- Inclusion of SWD with general education students  
6. OrtanGillingham- Student reading below grade level students | 1. Whole class; 2 teachers (1 general ed, 1 special ed) providing specific supports to SWD  
2. Push-in with whole class but specific focus on SWD; Pull-out with small group  
3.12:1 classes in ELA, Math, Social Studies and Science  
4. Whole class; 2 teachers (1 general ed, 1 special ed) providing specific supports to SWD  
5. Whole class; 1 teacher or 2 teachers (1 general ed, 1 special ed) providing specific supports to SWD | 1. During the school day.  
2. During the school day.  
3. During the school day.  
4. During the school day.  
5. During the school day.  
6. During the school day.  
7. During the school day.  
8. After school and on Saturday mornings  
9. After school and on Saturday mornings  
10. Tuesday and Wednesday after school.  
11. During the school day |
- Subject Skill, Concept, Knowledge Assessments
- Assessment Portfolios
- Curriculum-Based Measures
- Formative Assessments
- Standardized Norm-Monitoring of multiple interventions attempted
- Other valid, reliable assessments

Also 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.

Progress monitoring.

<table>
<thead>
<tr>
<th>7. Extension classes- Focus on ELA and Math</th>
<th>6.1 to 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Test Prep- Focus on ELA and Math</td>
<td></td>
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<tr>
<td>9. Beacon Program- For struggling students</td>
<td></td>
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<tr>
<td>10. Guided Reading Lending Library</td>
<td></td>
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<tr>
<td>11. DPerformance Series</td>
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<tr>
<td>12 .Middle School Quality Initiative (MSQI)</td>
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<td>13. New York State Alternately Assessed (NYSAA)</td>
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<td>14. PPT team sessions-</td>
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<td>12. During the school day</td>
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<td>13. During the school day</td>
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<tr>
<td>14. Monthly during the school day.</td>
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</tbody>
</table>
| Mathematics | 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.  
2. Students in grades 6–8 will be considered for Tier 2 AIS if:  
  • They score below Designated Performance Level (below a 3) on state assessments in ELA and/or Mathematics.  
  • Their score on the DRP, Performance Series or other formative assessment indicates poor progress.  
  • They are recommended by the RTI team.  
   Tier 1 and/or Tier 2 interventions are appropriate.  
   The RTI team will determine eligibility for AIS services by using the following:  
   • Diagnostic Assessments  
   • Reading/Literacy Assessments  
   • Subject Skill, Concept, Knowledge Assessments  
   • Assessment Portfolios  
   • Curriculum-Based Measures  
   • Formative Assessments  
   • Standardized Norm- | 1. ICT Classes- Inclusion of SWD with general education students  
2. Resource Room- SETSS; Support for SWD in general education classes  
3. Special Education Self-Contained 12:1 classes- SWD in major subject area classes.  
4. NEST Program  
5. D75 program- Inclusion of SWD with general education students  
6. Wilson- SWD students  
7. Extension classes- Focus on ELA and Math  
8. Test Prep- Focus on ELA and Math  
9. Beacon Program- For struggling students  
10. Guided Reading Lending Library  
11. DRP/ Performance Series  
12. Middle School Quality Initiative (MSQI) | 1. Whole class; 2 teachers (1 general ed, 1 special ed) providing specific supports to SWD  
2. Push-in with whole class but specific focus on SWD; Pull-out with small group  
3. 12:1 classes in ELA, Math, Social Studies and Science  
4. Whole class; 2 teachers (1 general ed, 1 special ed) providing specific supports to SWD  
5. Whole class; 1 teacher or 2 teachers (1 general ed, 1 special ed) providing specific supports to SWD  
6. 1 to 1  
7. Small group of SWD  
8. Small group  
   a. After school: level 1 and 2 students  
   b. Saturday: open to students of all levels  
9. Small group test prep and/or tutoring  
10. Tuesday and Wednesday after school.  
11. During the school day  
12. During the school day  
13. During the school day  
14. Monthly during the school day. |
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<tr>
<th>Science</th>
<th>Monitoring of multiple interventions attempted</th>
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<td>• Other valid, reliable assessments</td>
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<td>• They are recommended by the RTI team.</td>
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<td>Tier 1 and/or Tier 2 interventions are appropriate.</td>
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<td>3. The RTI team will determine eligibility for AIS</td>
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<td>13. New York State Alternately Assessed (NYSAA)</td>
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<td>14. PPT team sessions</td>
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<td>10. For small group, extended day program</td>
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<td>12. Whole class with a focus on struggling learners</td>
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<td>13. Self-contained class with one teacher and multiple paraprofessionals</td>
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<td>14. Team of administrators, teachers and service provider.</td>
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<td>1. During the school day.</td>
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<td>3. During the school day.</td>
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<td>7. During the school day.</td>
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<td>8. After school and on Saturday mornings</td>
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services by using the following:

• Diagnostic Assessments
• Reading/Literacy Assessments
• Subject Skill, Concept, Knowledge Assessments
• Assessment Portfolios
• Curriculum-Based Measures
• Formative Assessments
• Standardized Norm-Monitoring of multiple interventions attempted
• Other valid, reliable assessments

Also 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.

Progress monitoring.

7. Extension classes-
Focus on ELA and Math
8. Test Prep- Focus on ELA and Math
9. Beacon Program-
For struggling students
10. Guided Reading Lending Library
11. DRP - Used to benchmark students and target areas of concern and gaps in comprehension.
12. Middle School Quality Initiative (MSQI)
13. New York State Alternately Assessed (NYSA)
14. PPT team sessions.

providing specific supports to SWD
6. 1 to 1
7. Small group of SWD
8. Small group
Saturday: open to students of all levels
9. Small group test prep and/or tutoring
10. For small group, extended day program
11. Whole class
12. Whole class with a focus on struggling learners
13. Self-contained class with one teacher and multiple para-professionals
14. Team of administrators, teachers and service provider.

9. After school and on Saturday mornings.
10. Tuesday and Wednesday after school.
11. During the school day
12. During the school day
13. During the school day
14. Monthly during the school day.

Social Studies

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.
2. Resource Room-SETSS; Support for

1. ICT Classes- Inclusion of SWD with general education students
2. Resource Room-SETSS; Support for

1. Whole class; 2 teachers (1 general ed, 1 special ed) providing specific supports to SWD

1. During the school day.
2. During the school day.
| 2. Students in grades 6–8 will be considered for Tier 2 AIS if: | SWD in general education classes |
| • Performance Levels (below a 3) on state assessments in ELA and/or Mathematics. | 2. Push-in with whole class but specific focus on SWD; Pull-out with small group |
| • DRP, Performance Series or other formative assessment indicates poor progress. | 3.12:1 classes in ELA, Math, Social Studies and Science |
| • They are recommended by the RTI team. | 4. Whole class; 2 teachers (1 general ed, 1 special ed) providing specific supports to SWD |
| Tier 1 and/or Tier 2 interventions are appropriate. | 5. Whole class; 1 teacher or 2 teachers (1 general ed, 1 special ed) providing specific supports to SWD |
| The RTI team will determine eligibility for AIS services by using the following: | 6.1 to 1 |
| • Diagnostic Assessments | 7. Small group of SWD |
| • Reading/Literacy Assessments | 8. Small group |
| • Subject Skill, Concept, Knowledge Assessments | a. After school: level 1 and 2 students |
| • Assessment Portfolios | b. Saturday: open to students of all levels |
| • Curriculum-Based Measures | 9. Small group test prep and/or tutoring |
| • Formative Assessments | 10. For small group, extended day program |
| • Standardized Norm-Monitoring of multiple interventions attempted | 11. Whole class |
| • Other valid, reliable assessments | 12. Whole class with a focus on struggling learners |
| Also a Review of Classroom Performance with evidence of: | 13. Self-contained class with one teacher and |
| • Participation, class work, homework | 14. Monthly during the school day. |
| • Report Card Grades | 3. During the school day. |
| | 4. During the school day. |
| | 5. During the school day. |
| | 6. During the school day. |
| | 7. During the school day. |
| | 8. After school and on Saturday mornings |
| | 9. After school and on Saturday mornings. |
| | 10. Tuesday and Wednesday after school. |
| | 11. During the school day |
| | 12. During the school day |
| | 13. During the school day |
| | 14. Monthly during the school day. |
| **At-risk services**  
*e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.*) | Provided by the Guidance Counselor:  
a. Guidance session  
b. Cohesion Assemblies.  
c. PPT team sessions  
d. parental contact  
e. attendance/truancy issues  
| Provided by the School Psychologist:  
a. Small group guidance sessions as needed; 1 to 1 counseling as needed.  
b. Testing and parental contact  
c. PPT team sessions  
d. Ongoing teacher consultations  
| Provided by the Social Worker:  
a. Small group guidance sessions;  
| 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.  
2. Students in grades 6–8 will be considered for Tier 2 AIS if:  
• Performance Level is (below a 3) on state assessments in ELA and/or Mathematics.  
• DRP/Performance Series or other formative assessment indicates poor progress.  
• They are recommended by the RTI team.  
Tier 1 and/or Tier 2 interventions are appropriate.  
3. The RTI team will determine eligibility for AIS by using the following:  
• Diagnostic Assessments  
• Reading/Literacy Assessments  
• Subject Skill, Concept, Knowledge Assessments  
• Assessment Portfolios  
• Curriculum-Based Measures  
• Formative Assessments  
| All: small group or 1 to 1  
| All: During the school day  
| multiple paraprofessionals  
14. Team of administrators, teachers and service provider. |
| **• Standardized Norm-** | **1 to 1 counseling as needed.** |
| **• Monitoring of multiple interventions attempted** | **b. DARE program** |
| **• Other valid, reliable assessments** | **c. School Assessment Team** |
| Also a Review of Classroom Performance with evidence of: | **d.PPT team sessions** |
| **• Participation, class work, homework** | **e. peer mediation** |
| **• Report Card Grades** | **f. parental contact** |
| **• Student performances/demonstrations** | **g. student observations** |
| **• Student records (attendance, discipline, etc.)** | **h. Social work counseling** |
| **• Teacher input regarding student needs.** | **i. Crisis counseling** |
| Progress monitoring. | Health Related Services: |

Adaptive Physical Education program for limited mobility students

- a. occupational therapy
- b. physical therapy
- c. nursing
- d. vision services hearing services

Provided by the Guidance Counselor:

- a. Small group; 1 to 1 counseling as needed.
- b. Full grade.
<table>
<thead>
<tr>
<th>Provided by the School Psychologist:</th>
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<tbody>
<tr>
<td>a. Small group guidance sessions as needed</td>
</tr>
<tr>
<td>b. 1 to 1 counseling as needed</td>
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</table>

<table>
<thead>
<tr>
<th>Provided by the Social Worker:</th>
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<tbody>
<tr>
<td>a. Small group 1 to 1 counseling as needed</td>
</tr>
<tr>
<td>b. Small group</td>
</tr>
<tr>
<td>c. 1 to 1; parental involvement as needed</td>
</tr>
</tbody>
</table>

Health Related Services
### Section 7: Support for Students in Temporary Housing (STH)

**Directions:**
- All Title I schools must complete Part A of this section.
- All Non-Title I schools must complete Part B of this section.

**Supporting Students in Temporary Housing (STH)**


<table>
<thead>
<tr>
<th><strong>Part A: FOR TITLE I SCHOOLS</strong></th>
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</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td>NA</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
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<tr>
<th><strong>Part B: FOR NON-TITLE I SCHOOLS</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
<td>13</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td></td>
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</tbody>
</table>
Counselors on each grade will meet regularly with the students to assess their needs regarding social, emotional, and academic needs. Funds will be set aside to ensure that all of the students supply needs are met.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.

$13,677
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

| | Schoolwide Program (SWP) | | Targeted Assistance (TA) Schools | | Non-Title I |
|---|---|---|---|---|
| | | | X | |

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.

NA

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).

NA

Part 3: TA Schools Only

3a. Use of Program Resources

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

NA

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).

NA
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.).

NA

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.

NA

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\(^1\). 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\(^2\). 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section reference(s) where a related program activity has been described in this plan.</th>
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<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
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<tr>
<td>Title II, Part A</td>
<td>Federal</td>
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<tr>
<td>Title III, Part A</td>
<td>Federal</td>
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<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
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<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
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\(^1\)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 – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.

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**: 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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)  
(Required for All Title I Schools)

**Directions:** Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

---

**Parent and Family Engagement Policy**

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 Every Student Succeeds Act (ESSA), 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.

**Support for Parents and Family Members of Title I Students**

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., ESSA/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;

● host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in
the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the ESSA;

- 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;

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**Encouraging School-Level Parental Involvement**

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.

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**School-Parent Compact (SPC)**

**Paulo I.S.75**, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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: High Quality Curriculum

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 Every Student Succeeds Act (ESSA);

### I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

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

### I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;

### I. School Responsibilities: Providing General Support to Parents

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 Title I requirement for Every Student Succeeds Act (ESSA) 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

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.
DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members' attendance at meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

**Part I: School ELL Profile**

### A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>31</td>
<td>Staten Island</td>
<td>075</td>
</tr>
</tbody>
</table>

**School Name**: Paulo Intermediate School 75

### 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.

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kenneth Zapata</td>
<td>Mark Herrmann</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coach</th>
<th>School Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anne Marie Cortes</td>
<td>Steve Ulitto</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ENL (English as a New Language)/Bilingual Teacher</th>
<th>Parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kate Gioia</td>
<td>Marie Stockhouse</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Parent Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emma Cabrera/Spanish</td>
<td>Linda Tacetta</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Related-Service Provider</th>
<th>Superintendent</th>
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</thead>
<tbody>
<tr>
<td>Maria Fiermonte/Spanish</td>
<td>Field Support Center Staff Member</td>
<td>Anthony Lodico</td>
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</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>Description</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of certified ENL teachers currently teaching in the ENL program</td>
<td>3</td>
</tr>
<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
<td>0</td>
</tr>
<tr>
<td>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</td>
<td>0</td>
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<tr>
<td>Number of teachers who hold both content area/common branch and TESOL certification</td>
<td>2</td>
</tr>
<tr>
<td>Number of teachers who hold both a bilingual extension and TESOL certification</td>
<td>0</td>
</tr>
<tr>
<td>Number of special education teachers with bilingual extensions</td>
<td>0</td>
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</tbody>
</table>

### D. Student Demographics
Total number of students in school (excluding pre-K) | 1387 | Total number of ELLs | 22 | ELLs as share of total student population (%) | 1.59%

**Part II: ELL Demographics**

**A. ELL Programs**

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

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes</th>
<th>No</th>
<th>If yes, indicate language(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>☐</td>
<td>☒</td>
<td></td>
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<tr>
<td>Dual language program (DL)</td>
<td>☐</td>
<td>☒</td>
<td></td>
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<tr>
<td>Freestanding ENL</td>
<td>☒</td>
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</table>

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
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<tbody>
<tr>
<td>TBE</td>
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**Part III: Assessment Analysis**

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

   The formative assessment and/or curriculum-embedded assessments used to guide instructional planning for our ELL students are:
   - The data provides insight for our instructional plan for the year. After reviewing our Performance Series, teacher created assessments and TCRWP running records we are able to create small group lessons to support our ELL students. After reviewing the data, we noticed our ELL student have shown growth in their reading levels after a year of support.
   - NYSESLAT data shows with the help of differentiation and supports, 20% of our current ELL population has achieved a level of commanding, while 50% has shown a steady increase English fluency.
2. **What structures do you have in place to support this effort?**

   Instructional decisions are based on individual student needs as shown through our formative and summative 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 collection. Our ENL teachers use various websites such as a4esl.org.com to use students' home language as a resource.

   At IS 75 we evaluate student success through the NYSESLAT and other formal assessments (NYS ELA and NYS Math Test). These results are used to drive classroom instruction. Teachers create differentiated learning groups based off the individual needs of the student.

   During our Professional Learning Communities teachers work together to analyze student data. Teachers then use that data to develop an action plan on how to address the areas of strengths and weaknesses of the ENL students.

3. **What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?**

   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., ENLs) 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 ENLs 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. We use this as an indicator to modify instructional programs. Another way we are able to evaluate the success of our programs for ELLs is by analyzing their test results on State Exams.

   After reviewing summative assessments the identified areas of need includes; providing visuals, scaffolding assignments, group work, identifying spelling patterns, read alouds, and think alouds. Our teachers also provide instructional opportunities throughout all literacy practices and our ENL teacher turn key best practices throughout the year.

   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.

4. **What structures do you have in place to address interventions once the summative data has been gathered?**

   Once the areas of need are identified we begin to create an action plan for intervention. Students are placed in small groups and also receive push in support from an ENL teacher. Teachers are also provided with professional development to help support their classroom needs. ELL students are also provided with after school remediation to help build their language acquisition skills. Within the classroom, students are provided with supportive materials to meet their needs such as; directions translated, pictures, vocabulary banks, manipulative, increased wait time, and/or sentence frames. During the 2016-2017 school year we partnered with The Community Word Project to increase academic vocabulary by connecting the arts and science. The project brought in trained professionals to help support our ELL students and provides language intervention throughout the year. We will continue our partnership for the 2017-2018 school year.

   An after school enrichment program has been designed to another intervention that our school is providing to our ENL to ensure their academic and social success. The program will address both the social and academic needs of our ENL students with support from our ENL teacher. During the program our ENL teacher(s) will have the opportunity to work with the students on basic interpersonal communication skills and cognitive academic language proficiency.

   School leadership attends professional development to support the ENL instructional practices. They work closely with the ENL teachers to analyze data to drive classroom instruction, providing feedback as needed.

5. **How does your school use 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, including whether or not a student is eligible to take the NYSITELL. The NYSITELL is then used to establish a baseline of student performance as well as a student’s command over the English language. This exam also identifies students who may not make academic progress at the expected rate due to an unfamiliarity with the language. 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. The at risk ENL students will then be offered after school enrichment programs to meet their needs. Students are also offered the opportunity to attend Wilson, Orton, and/or ELA/Math enrichment courses.

In addition, 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. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? (Refer to the ELL Data Analysis Tool and RLAT from ATS). An explanation of data patterns in overall NYSESLAT proficiency scores is as follows: 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. The writing in English seems to be the most challenging for our ELLs, where as the speaking performance level seems to be highest. According to the 2016-2017 NYSESLAT data, we uncovered that our ELLs are gaining English proficiency with listening and speaking. This shows that they are making progress with their interpersonal conversation skills. This also proves that our ELLs are able to understand the language before being able to provide thorough written responses. Paulo ENL teachers have used the data to drive instruction around producing clear and coherent written responses.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs? Based on the needs of the students, teachers use the following structures based on our assessment findings: Our school data specialist provides teachers with the NYSESLAT as they are updated. Teachers have access to the data in ATS, which they use to guide their PLC work. School leaders attend PLC to work with teachers to analyze data and create an action plan for instructional practice. Specific questions that are analyzed are in the listening, reading, speaking, and writing sections. Teachers and school leaders read the questions and students answer to help determine where there are common misconceptions. Teachers use the Home Language Survey along with interviewing the students and families to gain a better understanding of a student’s academic background. These interviews not only determine where the student is from, but if the student has studied or had instruction in English before.

Teachers and school leaders will continue to review NYSELAT data, performance series data, TCRWP running record data, and teacher created assessments in order to modify the curriculum to help support students when a learning or instructional gap is revealed in the data.

The NYSITELL data will determine a student’s handle on the English language. These scores will provide teachers with the student’s strengths and areas of weakness, in order to determine the intervention and supports needed, eg; tutoring, socio-pragmatic language supports, after-school programs, or other structured literacy programs that directly and systematically teaches the structure of the English language.
Teachers, school leaders and other support staff meet on Monday during PLC time to plan and determine program adjustments for students. Student data is reviewed and placement is determined.

School leadership members provide classroom observation, where they provide useful feedback. School leaders attend PLC to determine if the action plans created by the teacher are effective.

### Part IV: ELL Programming

#### 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. English, social studies, science 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
We ensure that ELLs are appropriately evaluated in their home languages throughout the year. 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.

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 ENL 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 ENLs 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 ENLs 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, Chromebook, Laptops, Bilingual Dictionaries/Glossaries, and Promethian Boards. The ENL teacher provides content area support for the ENLs. While the ENLs are working with their peers, the ENL teacher is constantly monitoring her students and circulating around to each of them ensuring that the ENLs 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 home 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 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 ENL 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 ENLs’ 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, ENL 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 ENLs 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 arrive at our schools with low or no literacy skills in any language. Some are behind in content knowledge for their age. Many also have complex social and psychological needs due to traumatic migration experiences, frustrations with their academic delays in relation to their peers, a lack of familiarity with school culture, and isolation in school. 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 a foundation for the language, sometimes at the most basic and beginning level. 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. Our teachers also work to acclimate the students to the structure of a school setting by providing the student with a nurturing and positive environment.

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. In addition to the SIFE Oral Interview Questionnaire and Guidance documents, some of the available resources on the NYSED website are; a Writing Screener which is used to quickly identify students’ basic writing skills as another data point to assist with the screening of potential SIFE. Another tool that may be used is the SIFE Screening, Identification and Placement Flow Chart, which is a one page flow chart that outlines the steps involved in identifying Students with Interrupted/Inconsistent Formal Education, as outlined in Part 154 of the Regulations of the Commissioner of Education.
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.

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

In order to meeting the needs of ELL students with disabilities within the least restrictive environment our ENL teachers collaborate closely with the teacher. The teachers plan on supporting each other by using both Special Education and ESL methodologies. Our ELL students are serviced for the time allocated as per their proficiency levels. The teachers will use 6-8 grade level materials and scaffold the materials to support the students on an as needed basis. Time is 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, Middle School Quality Initiative and the District Field Support Center.

During Professional Learning Communities, teachers look closely at student work and create an action plan and next steps that are needed to reach grade level performance. Teacher create an action plan and determine strategies that will work in all classrooms. Teachers and administrators will also utilize PLC to turnkey pertinent differentiation strategies obtained from professional development and site visits to other schools. 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 Ally, Reading Works, Raz Kids, Google Classroom, Nearpod, text to speech and speech to text allow teachers to adjust materials that are grade and age appropriate.

Throughout lessons in all content areas, there are opportunities for student driven discussion based on their class content. Students are provided with time to "stop and jot" or ask any clarifying questions to their teachers and/or peers. 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. Teachers use "think aloud" strategies to show how to make their thinking visible. 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.

7. 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. Programming for these students is achieved by allowing students who demonstrate strength in a particular subject, attend an ICT class while remaining in a 12:1 for more intense support in the area of need. Students also receive push in support when appropriate.

Our school uses differentiated instruction as a method of helping ELL-SWDs to experience success and attain their IEP goals. Teachers will use flexible grouping in order to enable diverse ELL-SWDs to achieve success. For example, a teacher will start with a mini lesson, then will use formative assessment data to determine the level of support needed for the individual students throughout the lesson. Grouping and regrouping is an ongoing process and is adjusted accordingly, based on the students IEP goals.

Our school encourages the use of technology which gives our ELL's-SWD's an opportunity to learn learn at their own comfort level, pace and modality of their choice. Teacher will use Google Classroom, where an extension is available to students, which can support the translations of documents, if needed.

8. 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 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:

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.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
One trend that we have noticed is the gradual but steady increase in our ELL population each academic year. As a result, we have created a new English Language Learner Enrichment Program that will take place on a weekly basis. Our data has shown that our students’s proficiency in speaking is high. However, the ELLs need more opportunities to increase their listening, reading, and writing comprehension. Additionally, we have subscribed to “Scholastic News” magazine this year to foster more comprehension with current events.

New programs and improvements scheduled for implementation next year include: Word Generation, Learning Ally, Google Classroom, Nearpod, and Orton Gillingham. Teacher will 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.

10. If you had a bilingual program, what was the reason you closed it?
The services for ELLs prove to be highly effective in our school. Therefore, at this time, no programs/services for ELLs will be discontinued. I.S. 75 has not had a bilingual program because parent choice has been ENL.

11. 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 with multiple opportunities to increase their involvement in their child’s learning. Math Night, Literacy Night, Summer Slide, Parent Orientations, PTCs, Saturday parent support groups and 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 are informed via our school’s website IS75.org, pupilpath.org, school messenger and our monthly newsletter of all upcoming events. Through the same lines of communicated parents are provided with updates on our school-wide instructional focus, any school wide initiatives and any support programs available.

Students are also provided with 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 monitors 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.

School leadership members review attendance programs to ensure parents of ELL students are attending all available programs.
12. 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:

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

13. How is home language support assessed and 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.

We have a variety of high incidence languages opportunities for our students to read through News ELA, trade books, and the New York Public Library. Students have access to Chrome books where textbooks are available in multiple language through Discovery Education.

14. 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 post test 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 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.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?

Support materials are made available in the teachers center. Although we don't share a building, support materials are available to all support staff.

16. 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.

Our guidance counselor supports the ELLs with their transition onto high school by providing them with insight on program options that are available throughout the High Schools in New York City. She meets with the ELLs at any time needed to
answer any questions they have. She helps the ELLs complete the High School Application. She also gives the ELLs information regarding "Open Houses" in the High Schools.

17. 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.

18. 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

### 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 and non-pedagogic staff.) 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?

   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 impact team meetings.

   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
2. 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.

ELL personnel including all teachers of ELLs will receive professional development in accordance with CR Part 154.2 in the areas of language acquisition, co-teaching strategies, and alignment with core content instruction. Teachers will receive their required professional development hours through a combination of in-house sessions as well as off site workshops. The in-house sessions will be held during PD time on Mondays. The assistant principal will oversee the programs and professional development. Off site PD is available and provided by the district field support team and from support staff from out school programs (NEST, TC, MSQI, LEARNING PARTNERS).

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. Our school’s principal secretary is responsible for maintaining the records (agendas, attendance) of the PDs for the non-ELL teachers and the ELL Teachers. They are maintained in the main office of our school.

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 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 provided with 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 by using "sign in sheets." The sign in sheet includes the parent’s name, student’s name and ATS (homeroom number).

2. 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 answer clarifying questions and/or support the needs of family. 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, 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.

In addition our ENL teacher provides parent opportunities during our "Parent Engagement Sessions" every Tuesday.

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.

N/A
Part V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Kenneth Zapata, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
## Part VI: LAP Assurances

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<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
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<tbody>
<tr>
<td>Kenneth Zapata</td>
<td>Principal</td>
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<tr>
<td>Mark Herrmann</td>
<td>Assistant Principal</td>
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<tr>
<td>Linda Tacetta</td>
<td>Parent Coordinator</td>
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<td>Kate Gioia</td>
<td>ENL/Bilingual Teacher</td>
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<tr>
<td>Marie Stackhouse</td>
<td>Parent</td>
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<tr>
<td>Emma Cabrera</td>
<td>Teacher/Subject Area</td>
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</tr>
<tr>
<td>Maria Fiermonte</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>06/23/17</td>
</tr>
<tr>
<td>Marissa Smith</td>
<td>Coach</td>
<td></td>
<td>06/23/17</td>
</tr>
<tr>
<td>Annmarie Cortes</td>
<td>Coach</td>
<td></td>
<td>06/23/17</td>
</tr>
<tr>
<td>Steve Ulitto</td>
<td>School Counselor</td>
<td></td>
<td>06/23/17</td>
</tr>
<tr>
<td>Anthony Lodico</td>
<td>Superintendent</td>
<td></td>
<td>06/23/17</td>
</tr>
<tr>
<td></td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
</tbody>
</table>
2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

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

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linda</td>
<td>Taccetta</td>
<td>Parent Coordinator</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Kate</td>
<td>Gioia</td>
<td>ENL Teacher</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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 that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - 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. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Albanian</td>
<td>2</td>
<td>0.11</td>
<td>2</td>
<td>0.11</td>
</tr>
<tr>
<td>Arabic</td>
<td>56</td>
<td>2.95</td>
<td>56</td>
<td>2.95</td>
</tr>
<tr>
<td>Chinese</td>
<td>77</td>
<td>4.05</td>
<td>50</td>
<td>2.63</td>
</tr>
<tr>
<td>Cantonese</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>0.37</td>
</tr>
<tr>
<td>Greek</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Italian</td>
<td>3</td>
<td>0.16</td>
<td>3</td>
<td>0.16</td>
</tr>
<tr>
<td>Korean</td>
<td>7</td>
<td>0.37</td>
<td>7</td>
<td>0.37</td>
</tr>
<tr>
<td>Karen</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Mandarin</td>
<td>0</td>
<td>0</td>
<td>22</td>
<td>1.16</td>
</tr>
<tr>
<td>English</td>
<td>1705</td>
<td>89.69</td>
<td>1695</td>
<td>89.16</td>
</tr>
<tr>
<td>Pilipino (A.K.A Tagalog)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Polish</td>
<td>2</td>
<td>0.11</td>
<td>2</td>
<td>0.11</td>
</tr>
<tr>
<td>Russian</td>
<td>27</td>
<td>1.42</td>
<td>32</td>
<td>1.68</td>
</tr>
<tr>
<td>Spanish</td>
<td>17</td>
<td>0.89</td>
<td>18</td>
<td>0.95</td>
</tr>
<tr>
<td>American (Sign Language)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Turkish</td>
<td>1</td>
<td>0.05</td>
<td>1</td>
<td>0.05</td>
</tr>
<tr>
<td>Urdu</td>
<td>1</td>
<td>0.05</td>
<td>2</td>
<td>0.11</td>
</tr>
<tr>
<td>Ukrainian</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0.05</td>
</tr>
<tr>
<td>Uzbek</td>
<td>3</td>
<td>0.16</td>
<td>3</td>
<td>0.16</td>
</tr>
</tbody>
</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

N/A
1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calendars</td>
<td>September - June</td>
<td>Our Parent Coordinator sends emails to our parents through &quot;Pupil Path.&quot; (ex: &quot;Parents Bill of Rights,&quot; &quot;Back to School Basics&quot;, etc) The documents on Pupil Path can be translated and all families have access to this website. If additional translation is needed our ENL teacher will use Google translate to translate any documents. 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.</td>
</tr>
<tr>
<td>After-school program information</td>
<td>September - June</td>
<td>Our Parent Coordinator sends emails to our parents through &quot;Pupil Path.&quot; (ex: &quot;Parents Bill of Rights,&quot; &quot;Back to School Basics&quot;, etc) The documents on Pupil Path can be translated and all families have access to this website. If additional translation is needed our ENL teacher will use Google translate to translate any documents. 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.</td>
</tr>
<tr>
<td>Parent-teacher conference announcements</td>
<td>September, October, March, April</td>
<td>Our Parent Coordinator sends emails to our parents through &quot;Pupil Path.&quot; (ex: &quot;Parents Bill of Rights,&quot; &quot;Back to School Basics&quot;, etc) The documents on Pupil Path can be translated and all families have access to this website. If additional translation is needed our ENL teacher will use Google translate to translate any documents. 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.</td>
</tr>
<tr>
<td>New York State testing dates</td>
<td>October, April, May</td>
<td></td>
</tr>
<tr>
<td>----------------------------</td>
<td>-------------------</td>
<td></td>
</tr>
<tr>
<td>Letters from our school leadership</td>
<td>September, June</td>
<td></td>
</tr>
<tr>
<td>Annual handbooks and general overview of student curriculum.</td>
<td>September</td>
<td></td>
</tr>
</tbody>
</table>

Documents. 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.

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. If additional translation is needed our ENL teacher will use Google translate to translate any documents. 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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent-teacher conferences</td>
<td>November, March, May</td>
<td>Our school provides interpretation services by having our ENL teacher available for support. Our parent coordinator is also available to support our parents as needed. Our parent coordinator then provides parents and teachers with a list of the DOE’s language access resources that are utilized in our school.</td>
</tr>
<tr>
<td>Curriculum Nights, Literacy &amp; Math Night</td>
<td>September, March, April, May</td>
<td>Our school provides interpretation services by having our ENL teacher available for support. Our parent coordinator is also available to support our parents as needed. If our school personnel does not speak the language they are provided with the DOE phone number for translation services.</td>
</tr>
<tr>
<td>Tuesday Parent Engagement</td>
<td>Throughout the school year</td>
<td>ENL teachers and content area teachers will update parents on the students language development progress, language development needs in all content areas, and English language proficiency assessment results. ENL teachers are available for support and the parent coordinator is also available as needed. If our school personnel does not speak the language they are provided with the DOE phone number for translation services.</td>
</tr>
</tbody>
</table>

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

In the event of an emergency, parents will receive an all call from the school. The parent coordinator and ENL teachers are on site. Parents are also provided with information via pupilpath. Pupilpath has a design feature which allows the parent coordinator to translated the information provided. If our school personnel does not speak the language they are provided with the DOE phone number for translation services.
Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

Staff members are made aware of the goal of Chancellor’s Regulation A-663 and the resources that are available to meet compliance from the school handbook, the school handbook and regulations are made available to all staff via Google Drive. During our staff meeting regarding school year procedures the staff is provided with the DOE's language resources (i.e. Language line, translation services, etc...).

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc..)

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 is offered in the home language of any student through the DOE/Translation and Interpretation unit. Our school posts multilingual signage notifying parents of the availability of language assistance services. These signs are located at the security 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 E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

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. Students and parents are provided with the surveys in their home language, if not provided from the DOE translation software is available via the Chromebooks in the student's classes.