



**I.S. 125 THOM J. McCANN WOODSIDE**

**2009-10**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: I.S. 125 THOM J. McCANN WOODSIDE**  
**ADDRESS: 46-02 47 AVENUE, QUEENS, NY, 11377**  
**TELEPHONE: 718-937-0320**  
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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 24Q125      **SCHOOL NAME:** I.S. 125 Thom J. McCann Woodside

**SCHOOL ADDRESS:** 46-02 47 AVENUE, QUEENS, NY, 11377

**SCHOOL TELEPHONE:** 718-937-0320      **FAX:** 718-361-2451

**SCHOOL CONTACT PERSON:** Judy Mittler      **EMAIL ADDRESS:** JMittle@schools.nyc.gov

**POSITION / TITLE**      **PRINT/TYPE NAME**  
**SCHOOL LEADERSHIP TEAM CHAIRPERSON:**      Kathleen Dalton

**PRINCIPAL:**      Judy Mittler

**UFT CHAPTER LEADER:**      Judith Glazer

**PARENTS' ASSOCIATION PRESIDENT:**      Peter Chiu

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)*      N/A

**DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION**

**DISTRICT:** 24      **SSO NAME:** ICI

**SSO NETWORK LEADER:** Diane Foley

**SUPERINTENDENT** Madeline Taub-Chan

## SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Judy Mittler	Principal	Electronic Signature Approved. Comments: Verbal Approval
Kathleen Dalton	Admin/CSA	Electronic Signature Approved. Comments: Verbal Approval
Judith Glazer	UFT Chapter Leader	Electronic Signature Approved. Comments: Verbal Approval
Carol Masiello	DC 37 Representative	Electronic Signature Approved. Comments: Verbal Approval
Jason Leibowitz	UFT Member	Electronic Signature Approved. Comments: Verbal Approval
Donna Blaine	UFT Member	Electronic Signature Approved. Comments: Verbal Approval
Peter Chiu	Parent	Electronic Signature Approved. Comments: Verbal Approval
Juanita Faulkner	Parent	Electronic Signature Approved. Comments: Verbal Approval
Shing Wong	Parent	Electronic Signature Approved. Comments: Verbal Approval
jodi hernandez	Parent	Electronic Signature Approved. Comments: Verbal Approval SLT member was asked several times to review

	the CEP and has still not done so.
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**\* Core (mandatory) SLT members.**

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

## **SECTION III: SCHOOL PROFILE**

### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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I.S 125, an NCLB school in good standing, is a middle school located on the border of Woodside and Sunnyside, Queens . We have a population of nearly 1700 students as we feed on 3 grades from 11 different elementary schools. Our student population proudly represents dozens of countries of the world. There are over 50 languages and dialects spoken here and almost 1/3 of our population is currently, or at some point was, ESL. I.S. 125 is one of only four America's Choice Model Middle Schools in the country. I.S. 125 has implemented the workshop model in all grades and subjects, including Foreign Language, Physical Education and the Arts. The school community is divided into four separate Houses in order to create smaller learning communities for our staff and students. Each house has a dedicated assistant principal, guidance counselor and dean. Two of the four deans were added in collaboration with the United Federation of Teachers and through a School Based Option vote. Each house has a dedicated lunch period, at which time teachers of that house share common preparation periods, thus allowing them to collaborate on best practices, student achievement and areas of growth and concern. In addition to having a 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade, uniquely, we also serve 179 fifth grade students. Another unusual characteristic of our school is that we feed on grade levels from 5-7. Our principal, Ms. Mittler, requires the highest level of academic rigor and quality instruction; she also acknowledges that safety and discipline are essential to maintain success. We have adopted a zero tolerance policy concerning all breaches of Chancellor's Regulations, as well as not sanctioning disrespect of any staff member or fellow student. The staff has taken measures to ensure a safer school by monitoring the hallways during passing.

In order to disseminate appropriate guidelines for instruction and behavior, I.S. 125 employs five assistant principals whose responsibilities include supervising specific subjects and Houses. The assistant principals are products of District 24 Educational Initiatives or of I.S. 125 itself. This ensures continuity of the school's culture and philosophy. Our Mission Statement states, "We...create a safe, welcoming and nurturing learning environment for our children." To support this philosophy, instruction begins in homeroom as all students spend their time preparing for state exams and conferencing with their teachers.

Our school community, including parents and local community organizations, has created a safe, welcoming, and nurturing learning environment for all of our children. The quality of teaching and learning is enhanced through the integration of cultural arts and technology. Students are given the opportunity to take dance, art, music, chorus and theatre classes; or in computer instruction in our new, state of the art, computer lab. These activities are integrated into the core curricula while addressing the physical, intellectual, emotional, and social needs of the school community in order to promote higher standards and excellence for all students. Self-esteem, respect, understanding, and an appreciation of diversity are fostered, thereby creating a community of life-long learners committed to the improvement of oneself and society .

**SECTION III - Cont'd**

**Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.**

**CEP Section III: School Profile**

**Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)**

<b>SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT</b>									
<b>School Name:</b>		I.S. 125 Thom J. McCann Woodside							
<b>District:</b>		24	<b>DBN:</b>		24Q125	<b>School BEDS Code:</b>		342400010125	
<b>DEMOGRAPHICS</b>									
Grades Served:	Pre-K		3		7	√	11		
	K		4		8	√	12		
	1		5	√	9		Ungraded	√	
	2		6	√	10				
<b>Enrollment</b>					<b>Attendance - % of days students attended:</b>				
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K	0	0	0		94.8	95.0	96.1		
Kindergarten	0	0	0	<b>Student Stability - % of Enrollment:</b>					
Grade 1	0	0	0	(As of June 30)	2006-07	2007-08	2008-09		
Grade 2	0	0	0		93.3	94.8	95.0		
Grade 3	0	0	0	<b>Poverty Rate - % of Enrollment:</b>					
Grade 4	0	0	0	(As of October 31)	2006-07	2007-08	2008-09		
Grade 5	203	179	182		71.7	71.5	73.7		
Grade 6	312	318	303	<b>Students in Temporary Housing - Total Number:</b>					
Grade 7	584	592	560	(As of June 30)	2006-07	2007-08	2008-09		
Grade 8	542	590	579		5	8	16		
Grade 9	0	0	0	<b>Recent Immigrants - Total Number:</b>					
Grade 10	0	0	0	(As of October 31)	2006-07	2007-08	2008-09		
Grade 11	0	0	0		99	86	99		
Grade 12	0	0	0	<b>Special Education Enrollment:</b>					
Ungraded	0	0	2	(As of June 30)	2006-07	2007-08	2008-09		
Total	1641	1679	1626						
<b>Special Education Enrollment:</b>					<b>Suspensions (OSYD Reporting) - Total Number:</b>				
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
# in Self-Contained Classes	32	34	25	Principal Suspensions	126	263	251		
# in Collaborative Team Teaching (CTT) Classes	32	43	45	Superintendent Suspensions	19	26	21		
Number all others	95	75	76	<b>Special High School Programs - Total Number:</b>					
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2006-07	2007-08	2008-09		
<b>English Language Learners (ELL) Enrollment:</b>					CTE Program Participants	0	0	0	
(As of October 31)	2006-07	2007-08	2008-09	Early College HS Program Participants	0	0	0		
# in Transitional Bilingual Classes	22	0	0	<b>Number of Staff - Includes all full-time staff:</b>					
# in Dual Lang. Programs	0	0	0	(As of October 31)	2006-07	2007-08	2008-09		
# receiving ESL services only	323	330	344	Number of Teachers	105	118	118		

**CEP Section III: School Profile**

**Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)**

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	10	1	15	Number of Administrators and Other Professionals	14	15	17
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	6	5
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	1	3	3	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	74.3	66.9	69.5
				% more than 5 years teaching anywhere	55.2	50.0	49.2
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher	87.0	84.0	87.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	94.0	87.4	99.4
American Indian or Alaska Native	0.1	0.1	0.2				
Black or African American	3.0	2.6	2.1				
Hispanic or Latino	56.2	55.3	55.9				
Asian or Native Hawaiian/Other Pacific Isl.	33.6	35.1	35.9				
White	7.1	6.9	6.0				
<b>Male</b>	51.4	52.2	51.1				
<b>Female</b>	48.6	47.8	48.9				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:</b>							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>Individual Subject/Area Ratings:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	SINI 1			ELA:			
Math:	SINI 1			Math:			
Science:	IGS			Graduation Rate:			

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad Rate
<b>All Students</b>	√	√	√			
<b>Ethnicity</b>						
American Indian or Alaska Native	-	-				
Black or African American	√	√	-			
Hispanic or Latino	√	√	√			
Asian or Native Hawaiian/Other Pacific Islander	√	√	√			
White	√	√	√			
<b>Other Groups</b>						
Students with Disabilities	√SH	√	-			
Limited English Proficient	√SH	√	√			
Economically Disadvantaged	√	√	√			
<b>Student groups making AYP in each subject</b>	<b>8</b>	<b>8</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>	NR
<b>Overall Score:</b>	90.7	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment:	10.9	Quality Statement 2: Plan and Set Goals	
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals	
School Performance:	22.7	Quality Statement 4: Align Capacity Building to Goals	
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	
Student Progress:	49.6		
<i>(Comprises 55% of the Overall Score)</i>			
Additional Credit:	7.5		

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
√ = Made AYP	Δ = Underdeveloped
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
	◇ = Outstanding
	NR = No Review Required

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

## **SECTION IV: NEEDS ASSESSMENT**

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

The past four academic years have shown an upward trend in the English Language Arts, Mathematics, and Science state exams. This progress is our greatest accomplishment, which was resulting from one of our greatest barriers, the need for differentiation. The student population is extremely diversified, there are over 105 language dialects spoken, the Special Education population has been as high as 11% and our English Language Learner, (ELL), population as high as 34% over the same time-period. In not meeting our Adequate Yearly Progress, (AYP), for Special Education and English Language Learners in 2004-2005 it was easy to determine that these subgroups were not being addressed properly within the classroom setting.

At the start of the 2005-2006 school year, an educational metamorphosis began. Through conversations with the staff and administrative findings, the special education and English as a Second Language, (ESL), teachers became part of every department and resources for every staff member. Each special education and ESL teacher has become a member of an academic team, consisting of a member from each content area. They have and continue to, assist in the lesson planning and differentiation of instruction and departmental pacing calendars. The ESL program has changed from one period a day class to the ESL teacher traveling with their class to each of the content classrooms being a constant resource for the students in each academic area, a factor that has resulted in double-digit growth in state exam proficiency across the content areas. On the 2006 eighth grade English Language Arts exam, there were 41.82% of the students that scored proficient that number has increased to 58.13% level of proficiency on the 2009 exam. The eighth grade science exam there were 49.9% of the students that scored proficient that number has increased to 67.06% currently. Finally, 53.14% of the eighth graders were proficient in mathematics in 2006 that number has increased to 82%.

These changes in educational philosophy have obviously had a positive effect on our state exam scores, but more importantly our persona as a school. Whereas enrolment has shown upward trends regarding students, coming to the public school system for the first time our percentage of ELL has dropped nearly 14% percent because of these educational changes. Since not meeting our AYP in 2006, our students have increased their levels of proficiency an average of 20.7% on state exams and we have achieved an A on the 2007-2008 and 2008-2009 School Report Card, trends that we look forward to building upon for the upcoming academic years.

In 2006, I.S. 125 opted to become a DYO School. As a result, we now have the student data and extensive resources to improve the educational opportunities for our students in the way that student academic abilities direct us. This empowers us with the ability of a greater decision making power concerning the needs of our students in exchange for accepting accountability for the results. The results from the assessments have showed us that there is a tremendous deficiency in subject fundamentals. Ultimately, we are finding that student academic ability is not conducive to what the state exams are reflecting. We have had tremendous difficulty in determining our strengths and weaknesses effectively given the means by which we receive students from grammar schools. Currently IS 125 is one of the few intermediate schools that have a 5<sup>th</sup> grade and students are fed to us on three different grade levels, from over thirteen schools across two districts. A number of overarching foundations have been implemented in order to properly address all aspects of this unique school culture.

The school is committed to a high level of student achievement based on the various forms of data that is collected through the state exams, periodic assessments, classroom tests and student-teacher conferences. To maintain a level of constant consistency, the workshop model as well as periodic assessments have been implemented in and across all subjects and grade levels. The school community is divided into four separate Houses in order to create smaller learning environments for our staff and students. Each house has a dedicated assistant principal, guidance counselor and dean. Two deans were added in collaboration with the United Federation of Teachers and through a School Based Option vote. Each house has a dedicated lunch period, at which time teachers of that house share common preparation periods, thus allowing them to collaborate best practices, student achievement and areas of growth and concern. In addition to having a 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade, uniquely, we also serve 170 fifth grade students. Our principal, Ms. Mittler, requires the highest level of academic rigor and quality instruction; she also acknowledges that safety and discipline are essential to maintain success. She has adopted a zero tolerance policy concerning all breaches of Chancellor's Regulations, as well as not sanctioning disrespect of any staff member or fellow student. The staff has taken measures to ensure a safer school by monitoring the hallways during passing.

In order to disseminate appropriate guidelines for instruction and behavior, I.S. 125 employs five assistant principals whose responsibilities include supervising specific subjects and Houses. The assistant principals are products of District 24 Educational Initiatives or of I.S. 125 itself. This ensures continuity of the school's culture and philosophy. Our Mission Statement states, "We...create a safe, welcoming and nurturing learning environment for our children." To support this philosophy, instruction begins in homeroom as all students spend their time preparing for state exams and conferencing with their teachers.

Pedagogues use the results of classroom and periodic assessments to make notes in the Teachers' Assessment Notebooks and to plan lessons that meet specific needs of the students. Conferencing with students during both readers/writers workshop and work periods in content area classes is an alternative form of assessment. The closing of the lesson is critical as students are asked to answer the Aim. Based on student response, teachers are able to assess students' progress. It is through these formal and informal assessments that we have determined the academic deficiency that exists across all grade levels. Through student and staff feedback, we created our overarching school goal, "To equip our students with the necessary educational foundations to succeed not only in school but for life." As a school community, we are aware of academic foundations that our students are deficient in, are constantly adjusting our departmental pacing calendars, and view them as living documents. Some of the changes that we have made as a school have ranged from opting out of the Math Core Curriculum to implementing skills/standards workstations on a need to have basis.

Ongoing communication is an indispensable tool to ensure student success. Some forms of communication include but are not limited to post-observation conferences, where feedback is given to teachers from their subject supervisors. Interdisciplinary Team Meetings, (mini-inquiry teams), are programmed into all major subject, ESL and Special Education teachers' programs, where teachers

share specific student information to assess, evaluate and measure individual student progress.

There are currently several teacher resource centers to ensure that each teacher has an opportunity to acquire materials, information, meet with other like content area teachers, and share and plan lessons and units. The school maintains a UFT Teacher resource center, and ELA resource center, an ESL resource center and a Math resource center. Further, there are Lead Teachers in English Language Arts and Math, as well as a Literacy Coach and Math Coach meet with teachers daily, discuss lesson planning and provide feedback to teachers to ensure learning objectives are clear and teachers are moving on their individual professional learning curve.

Essentially our strength as a school is derived from determining the aforementioned student data and being able to identify these students' trends and effectively address them over the last couple of years. As a community, we are very aware of the harsh realities of business world and know the importance of strong educational and social foundations thus our continued focus and goal is, "To equip our students with the necessary educational foundations to succeed not only in school but for life."

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

<b>Annual Goal</b>	<b>Short Description</b>
70% of the teachers will incorporate the results of the periodic assessments and other forms of qualitative data into their classroom instruction as evidenced through small group instruction.	Teachers are required to use results from DYOs and other forms of qualitative data to differentiate instruction. Students are made aware of their past and current academic standing, which includes their performance on the DYOs, state assessment and class work.
By June 2010, 75% of the school staff, including the principal, will participate in at least one structured professional learning collaboration with peers to improve content expertise with the goal of improving instruction and student outcome.	All school staff, including the principal, will participate in at least 1 structured professional learning collaboration with peers to improve content expertise with the goal of improving instruction and student outcomes.
Students will produce five pieces of writing that will be placed in their portfolios by the end of the school year. One each for science, social studies and math and two for ELA. 75% of students will receive at least a level 3 on a rubric that is aligned to each assignment.	All students will produce five pieces of sophisticated writing to be placed in their portfolios by the end of the school year. One for science, one for social studies, one for math and two for ELA.
By June 2010, the percentage of teachers participating in Inquiry Team work will increase from 65% to 90%.	By June 2010, the percentage of teachers participating in Inquiry Team work will increase from 65% to 90%.

## SECTION VI: ACTION PLAN

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

**Subject Area**  
**(where relevant) :**

**Mathematics, English Language  
Arts, Social Studies, Science,  
Foreign Language**

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<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>70% of the teachers will incorporate the results of the periodic assessments and other forms of qualitative data into their classroom instruction as evidenced through small group instruction.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Require teachers to use results from DYOs and other forms of qualitative data to differentiate instruction. Update the CD which will include each student's exam history as well as their interim assessment grades. Use of in house created data assessment system, CAP and SEC to monitor and maintain student progress, obtain pedigree information and write notes pertaining to student's success. I.S. 125 teachers continue to be strategically programmed to have a common planning period with teachers that instruct the same classes. These collaborative teams meet once a week to discuss student progress, analyze data and develop action plans to ensure student achievement and success. This information is then shared with students via individual student conferences. School wide quarterly progress reports are generated by each of the eighteen mini inquiry teams and sent home for discussion and signature. Upon return, teachers will conference with each student to discuss individual long and short term goals. Students are made aware of their past and current academic standing, which includes their performance on the DYOs, state assessment and class work. Student conferences with their teachers to create unique and personalized short, midterm and long term goals. Professional development sessions were conducted to strengthen teacher's ability to identify, fine tune, and develop students' understanding and articulation of their goals. Administration monitors the students who do not meet their goals.</p>

<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Staff teaming has been implemented as a way to better collaborate and track student data. CFE money has been allocated to increase staff to allow for teaming schedules.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>We will use the following as indicators of progress and/or accomplishment: Team meeting reports. Teacher Assessment notebooks, which contain interim and long range goals. Regular planning meetings for individual teachers. Observations by assistant principals and principal to monitor inclusion of goals in instruction.</p>

**Subject Area**  
**(where relevant) :**

**This goal will encompass the**  
**entire staff**

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<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, 75% of the school staff, including the principal, will participate in at least one structured professional learning collaboration with peers to improve content expertise with the goal of improving instruction and student outcome.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Teachers are instructed to utilize the Teachers' Toolkit to self assess. Coaches and lead teachers will work individually with teachers on their personal goals. Lead teacher will provide a professional development session on word walls and vocabulary acquisition. Professional development will be provided on Election Day on the implementation of the 5 genres of writing across the content areas. Monthly department meetings will focus on incorporation of writing in the content area. Lead teachers and coaches will offer professional development throughout the school day based on assessment of teachers' needs. Voluntary monthly professional book groups with a specific focus based on teacher request.</p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Title I funding was encumbered to allow the hiring of educational consultants to provide professional development for teachers in differentiated instruction.</p>

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>I.S. 125 will use the following as indicators of interim progress and/or accomplishment: Teacher attendance in the study group. Implementation of the strategies discussed in the book groups in classroom instruction. Teacher surveys. Student improvement in the cited areas Team meeting discussions on how to implement the areas of focus in classroom instruction in all content areas</p>
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**Subject Area  
 (where relevant) :**

**Math, ELA, Science, Social  
 Studies**

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Students will produce five pieces of writing that will be placed in their portfolios by the end of the school year. One each for science, social studies and math and two for ELA. 75% of students will receive at least a level 3 on a rubric that is aligned to each assignment.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Exploratory/AIS services embedded in the school day in ELA, math, science and social studies. Mandated extended day. Guidance intervention. Administrative intervention conferences. Professional development for staff members to analyze standard setting student work.. Use of mentor texts as a model for students for all genres. Teacher collaboration in the development of a grade specific writing rubrics including academic language structures and vocabulary. In April/May teachers will administer a writing assessment where students will be asked to produce an essay in one of the genres. Seventy-five percent of students will receive a minimum of level three on a rubric aligned to the ELA standards</p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Dedicated, early morning group comprised of administration, coaches, lead teachers, grade and content area teachers meet monthly to assess and fine-tune curricula based on most recent data. Monthly study groups are financed through Title I and Title III funds.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Increase of sophisticated writing in each of the content areas. Student work. Student writers' notebook. Informal visits. Writing rubrics aligned to the New York City performance standards. Formal observation. Teacher assessment notebooks. Development of exemplarily pieces. Word walls</p>

**Subject Area  
(where relevant) :**

**This goal will encompass the  
entire staff**

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<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June, 2010, the percentage of teachers participating in Inquiry Team work will increase from 65% to 90%.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Mini inquiry teams including the four major subjects, meet once a week on a programmed team meeting periods. Core Inquiry Team meets weekly- share best practices, analyze data, develop grade specific lesson plans all of which are shared with the staff. Focus walkthrough by assistant principals and principal. Monthly sharing of Inquiry Team minutes with the Content Cabinet. Provide professional development opportunities aligned with the findings of the teams in order to strengthen and accelerate student learning. Analysis of periodic assessment in all content areas to identify lowest performing students and develop an action plan that meets individual student needs</p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Staff teaming has been implemented as a way to better collaborate and track student data. CFE money has been allocated to increase staff to allow for teaming schedules.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Agendas and sign – in sheets from Inquiry Team Meetings. Monthly Inquiry team newsletter shared with faculty. Submission of team meeting logs weekly to House Assistant Principal. Schedule of all mini inquiry team meetings. Formal/informal classroom observation. Individual teacher schedules. Galaxy budget allocations.</p>

## **REQUIRED APPENDICES TO THE CEP FOR 2009-2010**

**Directions:** All schools must complete Appendices 1, 2, 3, 7, & 9. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

## APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5	40	8	30	30	10	3	2	12
6	66	32	70	70	10	2	5	18
7	78	55	75	75	30	2	5	28
8	145	55	210	210	35	2	3	35
9								
10								
11								
12								

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

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.

- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

<p>Name of Academic Intervention Services (AIS)</p>	<p><b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p><b>ELA:</b></p>	<p>As a part of the instructional day all students who are identified as “at risk”, receive one period per day of AIS (exploratory) instruction. ELA is provided six periods per week. All ICT and ELL classes have a specialist with the class to provide assistance, adapt curriculum and make modifications as needed. This takes place during the school day, within the classroom with the teacher differentiating his/her lessons according to the needs of the students. Workstations are used to provide small group instruction as well as one to one when necessary. Students are also serviced during the extended day program which takes place before school each day. Students are grouped according to their individual needs and tutoring is provided on an individual basis. A phonics based program is in effect for those students who lack basic reading skills.</p>
<p><b>Mathematics:</b></p>	<p>As a part of the instructional day all students who are identified as “at risk”, receive one period per day of AIS (exploratory) instruction. All ICT and ELL classes have a specialist with the class to provide assistance, adapt curriculum and make modifications as needed. This takes place during the school day, within the classroom with the teacher differentiating his/her lessons according to the needs of the students. Workstations are used to provide small group instruction as well as one to one when necessary. Students are also serviced during the extended day program which takes place before school each day. Students are grouped according to their individual needs and tutoring is provided on an individual basis.</p>
<p><b>Science:</b></p>	<p>All ICT and ELL classes have a specialist with the class to provide assistance, adapt curriculum and make modifications as needed. This takes place during the school day, within the classroom with the teacher differentiating his/her lessons according to the needs of the students. Workstations and labs are used to provide small group instruction as well as one to one when necessary. Students are also serviced during the extended day program which takes place before school each day. Students are grouped according to their individual needs and tutoring is provided on an individual basis.</p>
<p><b>Social Studies:</b></p>	<p>All ICT and ELL classes have a specialist with the class to provide assistance, adapt curriculum and make modifications as needed. This takes place during the school day, within the classroom with the teacher differentiating his/her lessons according to the needs of the students. Workstations are used to provide small group instruction as well as one to one when necessary. Students are also serviced during the extended day program which takes place before school each day. Students are grouped according to their individual needs and tutoring is provided on an individual basis.</p>

<b>At-risk Services Provided by the Guidance Counselor:</b>	Each guidance counselor addresses individual student's specific needs. The following are student support services that are being addressed: counseling, anger management, attendance improvement services, community program links, self esteem group sessions, parent/family support, mental health related services, health related issues, and transition planning. Student advisors are used to help improve self esteem.
<b>At-risk Services Provided by the School Psychologist:</b>	The School Psychologist addresses individual student's specific needs. The following are student support services that are being addressed: counseling, anger management, self esteem group sessions, parent/family support, mental health related services, health related issues, speech/language referrals, occupational therapy referrals, and transition planning.
<b>At-risk Services Provided by the Social Worker:</b>	Individual and group counseling, conferencing with teachers and parents, and referrals to outside agencies
<b>At-risk Health-related Services:</b>	The nurse monitors students with health related needs. Administers and monitors the progress of students with diabetes's and other health needs.

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** - Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

School District: 24  
School Building: I. S. 125  
Name of the Principal: Judy L. Mittler

Types of Program: \_\_\_ Bilingual X ESL \_\_\_ Both  
No. LEP Students Served in 2009-20010: 313  
Principal's Signature \_\_\_\_\_

## 2009- 2010 SCHOOL BUILDING BILINGUAL/ ESL PROGRAM DESCRIPTION

### An Overview

The students of IS 125 are from linguistically diverse backgrounds that encompass over 40 languages. The ethnic census reports that Asians or Pacific Islanders account for 34% of the student body, Hispanics account for 55%, Caucasians account for 7% and African Americans represent 3% of the 1666 students at IS 125. As revealed by the Home Language Report, Bengali (the home language of 1% of the student body), English (the home language of 15% of the student body) and Spanish (the home language of 49% of the student body) are the most widely spoken. However, other home languages identified include; Arabic, Chinese, Nepali, and Korean. Our school identifies ELLs via the following screening and assessment instruments; Home Language Identification Survey (HLIS) , Language Assessment Battery- Revised (LAB-R), and the New York State English as a Second Language Achievement Test (NYSESLAT). The former informing I.S. 125 of those students who speak a language other than English in their home environment and allowing the school to administer a LAB-R to determine initial English language proficiency and placement.

The ESL program will consist of 10 classes serviced by 9 licensed ESL teachers. Beginner and intermediate proficiency level students will receive 360 minutes per week of ESL instruction provided by a certified ESL teacher in the push in model. The ESL teachers will focus on integrating all content classes; 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade students also receive an AIS taught by an ESL licensed teacher five times a week. Advanced proficiency students receive 180 minutes of ESL per week and are serviced by a certified ESL push in teacher and AIS class taught by an ESL certified teacher in 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade five times a week. The classes are differentiated according to level of proficiency and homogeneously grouped. We have 2 ESL classes in grade 5. We have 2 ESL classes in grade 6, the beginner being a self contained classroom setting. We have 3 ESL classes each in grades 7 and 8, respectively. Students are placed in the appropriate language proficiency class according to their LAB-R and NYSESLAT scores. In addition, four ESL classes have also been designated SETSS; one on each grade level.

### I. Instructional Program

The ESL Program will consist of 10 classes and 9 licensed ESL teachers. We will use the push in co-teaching model of instruction. For the beginner-intermediate classes in the school, one certified ESL teacher will follow that class throughout the day. For the advanced ESL classes, one certified ESL teacher will be assigned to follow a class throughout the content. There will be an accounting for 24 teacher periods for the individual teacher. All ESL classes will consist of approximately 30 students. The ESL teachers with the Beginner and Intermediate Classes will co-teach with all the content teachers. Content teachers and ESL teachers will use English as the medium of instruction. All students will receive 3 periods of UA a week. The Advanced, Intermediate and Beginner classes in grades 6, 7 and 8 will receive 5 periods a week of AIS/ESL services. The additional ESL periods are implemented in order to comply with all CR part 154 mandates. These state that LEP students at the Beginner and Intermediate level of the NYSESLAT will receive 10 periods a week of ESL/ELA per week. At IS 125, the ESL teachers will integrate cross content instruction through the co-teaching model. All lessons will be differentiated based on the students needs. Teachers will co-plan lessons incorporating ESL Methodologies. All LEP students will receive ELA, Math, Social Studies and Science instruction that reflects ongoing assessments of students' language growth. The goal of this program is to enable students to acquire proficiency for basic interpersonal communication skills (BICS), and have students acquired grade appropriate cognitive academic language proficiency (CALPS). As per the new research, both BICS and CALPS will be taught simultaneously, and

according to their language acquisition level. Teachers will implement listening stations as a way to build listening skills and language acquisition. Moreover, ESL teachers have received QTEL training and employ it to best suit their students' needs across the four modalities. This program will provide continuity for the students and teachers by having ESL teachers follow the same class and work with the same teachers on a daily basis; therefore, allowing them to know their students.

A critical strategy used to help ELL students achieve higher standards is the use of technology such as, laptops and smartboards; the latter a topic of cross content professional development. The inclusion of technology in the ELL classroom enables students to familiarize themselves with academic expectations for PowerPoint, digital presentations, internet research and non-fiction writing. In addition, it allows the students to practice in their L2 across a variety of media. Through computers in the classroom the ELL students will have the ability to practice both their language and technological skills. Students can communicate with peers and access libraries and encyclopedias for research and presentations. During the summer, the students will receive English language instruction with the implementation of the summer school program.

### **Parent and Community Involvement**

These programs will also include a parental component that provides ESL classes and informative workshops provided by our Parent Developer. Other parent activities include ESL classes for adults, Parenting Workshops, Basic Life Skills, and Getting Ready for the Naturalization Exam, High School Information and Academic Awareness workshops. All workshops will be presented and translated in both English and the language of the targeted audience. At IS 125 we recognize the importance of parent involvement in the decision making process. Parents will be provided with an orientation in English and Spanish and if need be, Korean, Bengali, and Chinese. The orientation will describe various programs for their English Language Learners. IS 125 Bilingual Coordinator, Parent Developer and ESL Assistant Principal will provide these orientations. In addition, parents will be given the opportunity to visit classrooms to see how these programs are implemented. This gives parents the opportunity to make a sound educational decision as to which program best meets the needs of their child.

### **Programs and Services for Newly Enrolled ELLs**

In order to select an appropriate program, parents/guardians of newly enrolled ELLs will participate in a Parent Orientation session where they will be presented with the option of placing their child in push-in ESL. Program placement will be presented with clarity and objectivity. The meeting will focus on familiarizing parents with the NYC school system and explaining the program options. A video in various languages will provide parents of newly enrolled ELLs information about the organization of the programs offered. It will also provide them with pertinent information regarding state and city standards, core curriculum, assessment information, academic expectations and general educational program requirements.

Students are placed in the appropriate program within 10 days of enrollment in the school. Parents may opt out of Bilingual Education, but may not opt out of ESL instruction. If parents do not select a program, the student is automatically placed in a bilingual class where available. If such a program is not available and parents choose not to transfer their child to a school that has such a program, the student is placed in an ESL class.

Programs offered at our school are aligned with requests from the parents. Over the past few years it is a pattern that the parents' first choice is the ESL program. However, in accordance with federal mandates, IS 125 will open a Transitional Bilingual class if 15 or more parents request that option or allow Spanish speakers to transfer. Many parents of other language minority students, Chinese and Korean, are unwilling to transfer from IS125 to transitional bilingual program school.

## **Services for Newcomers and Long Term ELLS**

All ESL students will be provided with an ESL licensed co-teacher and are given 10 periods a week if not more of ESL instruction. Our goal is to enable them to acquire the skills needed to demonstrate progress on the NYSESLAT and NY State Content Area Exams. Most ELLs will be required to attend either a morning/after school program to strengthen their skills in Math, Social Studies and Literacy. They will be provided with leveled independent reading classroom libraries to make them better readers and writers. Our goal is for these students to become proficient enough to make the transition into a general education setting. Our plan for all of these students is to help them develop higher order thinking skills by getting them to evaluate, infer, generalize, synthesize, predict and clarify. They will eventually transition to highly conceptualized tasks which encourage thinking, speaking, reading and writing. Differentiated instruction is planned upon in order to ensure academic success.

## **Professional Development**

Professional Development will take place on every first and third Monday of each month, from 2:50-3:30. We will have Professional Development sessions combining the ELA and ESL faculty so that all teachers are aware of current trends and expectations. All staff will continue to be trained in ESL Methodologies, ESL Assessments, Shared Reading, Guided Reading, Guided Writing, Workstations, and Conferencing with Teacher Assessment Notebooks. Content area teachers will continue to receive training on ESL strategies that will help prepare students for the NYSESLAT exam. Balanced Literacy and America's Choice instruction is an integral part of the ESL curriculum and ESL teachers have been trained on how to roll out the author and genre studies. Some of the PD conducted thus far is as follows:

1. How to administer and utilize the results of Rigby ESL Assessments to inform workstations, guided reading, and instruction
2. Strategies for building vocabulary for ELLs using mapping, graphic organizers and games
3. How to keep a Teacher Assessment Notebook for both Reading and Writing and using conferences to pinpoint student needs for workstations
4. Showcases of successful projects By ELA/ESL both in a literacy fair and in a professional study group

# Number of LEP Students Identified and Served in Each School Building by Type of Program in 2009-10

School District: 24

Type of Program: ESL  X Bilingual  Both   
(Check one only)

School Building I.S.125 Thomas J. McCann Intermediate School

(Complete this form for each school building with LEP students in grades K-6 during 2009-10)

Do not include long-term ELLs

Language	K			Grade 1			Grade 2			Grade 3			Grade 4			Grade 5			Grade 6		
	Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served	
		Bil	ESL																		
Arabic (ARB)																1		1	1		1
Bengali (BEN)																4		4	4		4
Bosnian (BOS)																					
Chinese (CMN)																			1		1
French (FRA)																					
H. Creole (HAT)																					
Hindi (HIN)																					
Japanese (JPN)																					
Korean (KOR)																			1		1
Polish (POL)																					
Portuguese (POR)																					
Russian (RUS)																					
Spanish (SPA)																29		29	49		49
Vietnamese (VIE)																					
<b>SUB TOTALS</b> →																					

**Attach additional sheets if necessary.**

Total Number of LEP students in grades K-6 **Identified** in the Building in 2009-10 112  
 (Do not include long-term LEPs) (Long-term LEP= over 6 years of service)

Total Number of LEP students in grades K-6 **Served** in the Building in 2009-10

0	112
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Bilingual                      ESL



## Number of LEP Students Identified and Served in Each School Building by Type of Program in 2009-10

School District: 24

School Building I.S.125 Thomas J. McCann Intermediate School

(Complete this form for each school building with LEP students in grades 7-12 and Special Education during 2009-10)

Language	Grade 7			Grade 8			Grade 9			Grade 10			Grade 11			Grade 12			Special Education(K-12)		
	Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served	
		Bil	ESL		Bil	ESL															
Arabic (ARB)	1		1																		
Bengali (BEN)	9		9	9		9													2		2
Bosnian (BOS)																					
Chinese (CMN)	2		2	3		3															
French (FRA)																					
H. Creole (HAT)																					
Hindi (HIN)																					
Japanese (JPN)	1		1																		
Korean (KOR)	2		2																		
Polish (POL)																					
Portuguese (POR)																					
Russian (RUS)																					
Spanish (SPA)	57		57	56		56													11		11
Vietnamese (VIE)																					
<b>SUB TOTALS</b>																					

Total Number of LEP students **Identified** in the Building in 2009-10  
(Do not include long-term LEPs)

201

Total Number of LEP students **Served** in the Building in 2009-10  
(Do not include long-term LEPs)

0

201

Bilingual

ESL

**Number of LEP Students Identified and Served in Each School Building by Type of Program in 2009-10**

School District: 24

School Building I.S.125 Thomas J. McCann Intermediate School

(Complete this form for each school building with LEP students in grades 7-12 and Special Education (K-12) during 2009-10)

Language	Grade 7			Grade 8			Grade 9			Grade 10			Grade 11			Grade 12			Special Education(K-12)		
	Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served	
		Bil	ESL		Bil	ESL															
Burmese				1		1															
Farsi																					
Gujurati	1		1	2		2															
Hungarian																					
Indonesian				1		1															
Nepali	3		3	2		2															
Filipino	2		2	1		1															
Thai																					
Tibetan	13		13	15		15													1		1
Turkish	1		1	1		1															
Ukrainian																					
Urdu	1		1	2		2															
Punjabi	1		1																		
<b>SUB TOTALS</b> 	94		94	105		105													14		14

This page has been provided to add additional languages, if necessary.

## ADDITIONAL LANGUAGES

Acholi (ACH)	Georgian (KAT)	Mende (MEN)	Swedish (SWE)
Adangme (ADA)	German (GER)	Mohawk (MOH)	Tajiki (TGK)
Afrikaans (AFR)	Guarani (GUG)	Ndebele (NDE)	Tamil (TAM)
Akan (AKA)	Gujarati (GUJ)	Nyanja (NYA)	Telugu (TEL)
Algonquin (ALQ)	Hausa (HAU)	Oneida (ONE)	Thai (THA)
Amharic (AMH)	Hebrew (HEB)	Papiamento (PAP)	Tigre (TIG)
Arabic (ARB)	Hindi (HIN)	Pashto (PST)	Tonga (TNZ)
Arawak (ARW)	Hungarian (HUN)	Romanian (RON)	Turkish (TUR)
Assamese (ASM)	Ibo (IBO)	Romansch (ROH)	Urdu (URD)
Aymara (AYC)	Icelandic (ISL)	Rundi (RUN)	Wolof (WOL)
Basque (BAQ)	Ilocano (ILO)	Samoan (SMO)	Yoruba (YOR)
Bemba (BEM)	Indonesian (IND)	Sanskrit (SAN)	Zulu (ZUL)
Bengali (BEN)	Kabyle (KAB)	Seneca (SEE)	
Bhili (BHB)	Kamba (KAM)	Seri (SEI)	
Brahui (BRH)	Kashmiri (KAS)	Shan (SHN)	
Breton (BRE)	Konkani (KNN)	Shona (SNA)	
Bulgarian (BUL)	Lao (LAO)	Shina (SCL)	
Cebuan (CEB)	Latvian (LAV)	Sidamo (SID)	
Cham (CHA)	Lithuanian (LIT)	Sindhi (SND)	
Czech (CES)	Macedonian (MKD)	Slovak (SLK)	
Danish (DAN)	Malay (MLY)	Slovenian (SLV)	
Estonian (EST)	Malayalam (MAL)	Somali (SOM)	
Ewe (EWE)	Maltese (MLT)	Sotho-Southern (SOT)	
Finnish (FIN)	Mandinka (MNK)	Sukuma (SUK)	
Garifuna (CAB)	Marathi (MAR)	Swahili (SWH)	

## Number of Teachers and Support Personnel for 2009-10

**School Building:** I.S.125 Thomas J. McCann Intermediate School **District** 24

List the FTEs in your school in the Bilingual Education and ESL Programs in the appropriate column.

School Building	Number of Teachers 2009-20010				Number of Teaching Assistant Paraprofessionals*		Sub- Total
	Appropriately Certified*		Inappropriately Certified or Uncertified Teachers*				
Building Name	Bilingual Program	ESL Program	Bilingual Program	ESL Program	Bilingual Program	ESL Program	
				9			
<b>TOTALS</b>				9			9

\* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.)  
 Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2006-2007 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.  
 \*\* Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.  
 \*\*\* Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary

**Include schedules for three different students in the ESL program (*one each for Beginning, Intermediate and Advanced* English Proficiency levels based on NYSESLAT/LAB-R). The schedules must account for all periods. Use attached Freestanding ESL Schedule Template. If your school has a bilingual/Dual Language program, also provide three sample schedules (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). The schedules must reflect ESL, Native Language Art and content area instruction through use of both languages. Use attached Bilingual Schedule Template.**

# STUDENT SCHEDULE 2009-10 ESL GRADE 7

ESL Program Type:            \_\_\_ Free-Standing   X Push-in            \_\_\_ Pull-out  
 Indicate Proficiency Level:   X Beginning            \_\_\_ Intermediate            \_\_\_ Advanced

School District:   24  

School Building:  I.S.125 

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From: 8:52	Physical Education	Social Studies	ELA	Social Studies	Social Studies
	To: 9:32					
<b>2</b>	From: 9:36	Math	UA	ELA	Science	ELA
	To: 10:16					
<b>3</b>	From: 10:20	EXP	Science	Social Studies	ELA	EXP
	To: 11:00					
<b>4</b>	From: 11:05	L	U	N	C	H
	To: 11:45					
<b>5</b>	From: 11:50	ELA	Science	Math	UA	Math
	To: 12:30					
<b>6</b>	From: 12:35	Social Studies	ELA	EXP	Math	UA
	To: 1:15					
<b>7</b>	From: 1:19	Science	Assembly	Science	Math	Science
	To: 1:59					
<b>8</b>	From: 2:03	EXP	Math	Physical Education	EXP	Social Studies
	To: 2:43					
<b>9</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>10</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					

# STUDENT SCHEDULE 2009-10 ESL GRADE 7

ESL Program Type:        \_\_\_ Free-Standing    X Push-in        \_\_\_ Pull-out  
 Indicate Proficiency Level:    \_\_\_ Beginning        X Intermediate        \_\_\_ Advanced

School District: 24

School Building: I.S.125

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From: 8:52 To: 9:32	Physical Education	ELA	EXP	ELA	Math
<b>2</b>	From: 9:36 To: 10:16	Science	UA	Science	Math	Science
<b>3</b>	From: 10:20 To: 11:00	Math	ELA	Math	EXP	Science
<b>4</b>	From: 11:05 To: 11:45	L	U	N	C	H
<b>5</b>	From: 11:50 To: 12:30	Math	Social Studies	EXP	UA	EXP
<b>6</b>	From: 12:35 To: 1:15	ELA	Math	Social Studies	Science	UA
<b>7</b>	From: 1:19 To: 1:59	Social Studies	Assembly	ELA	Social Studies	Social Studies
<b>8</b>	From: 2:03 To: 2:43	EXP	Science	Physical Education	Social Studies	ELA
<b>9</b>	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

# STUDENT SCHEDULE 2009-10 ESL GRADE 7

ESL Program Type:            \_\_\_ Free-Standing    X Push-in            \_\_\_ Pull-out  
 Indicate Proficiency Level:    \_\_\_ Beginning            \_\_\_ Intermediate            X Advanced

School District: 24

School Building: I.S.125

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From: 8:52 To: 9:32	ELA	UA	UA	Social Studies	Physical Education
<b>2</b>	From: 9:36 To: 10:16	Science	Math	Social Studies	UA	Math
<b>3</b>	From: 10:20 To: 11:00	EXP	Science	EXP	Science	Math
<b>4</b>	From: 11:05 To: 11:45	Social Studies	EXP	Science	EXP	Science
<b>5</b>	From: 11:50 To: 12:30	Math	Social Studies	Science	Math	ELA
<b>6</b>	From: 12:35 To: 1:15	L	U	N	C	H
<b>7</b>	From: 1:19 To: 1:59	Social Studies	ELA	Math	Assembly	Social Studies
<b>8</b>	From: 2:03 To: 2:43	Physical Education	ELA	ELA	ELA	EXP
<b>9</b>	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

**OFFICE OF ENGLISH LANGUAGE LEARNERS**  
**GRADES K–8 LANGUAGE ALLOCATION POLICY**  
**WORKSHEET**

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

SSO/District <b>24</b>	School <b>24Q125</b>
Principal <b>Ms. Judy Mittler</b>	Assistant Principal <b>Ms. Andrea Gnecco</b>
Coach	Coach
Teacher/Subject Area <b>Maria Palesty/ ESL</b>	Guidance Counselor
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator <b>Ms. Heather Strafer</b>
Related Service Provider	SAF
Network Leader <b>Mrs. Diane Foley</b>	Other

### B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers		Number of Certified Bilingual Teachers		Number of Certified NLA/FL Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

### C. School Demographics

Total Number of Students in School	<b>1634</b>	Total Number of ELLs	<b>313</b>	ELLs as Share of Total Student Population (%)	<b>19.16%</b>
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## Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial





**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

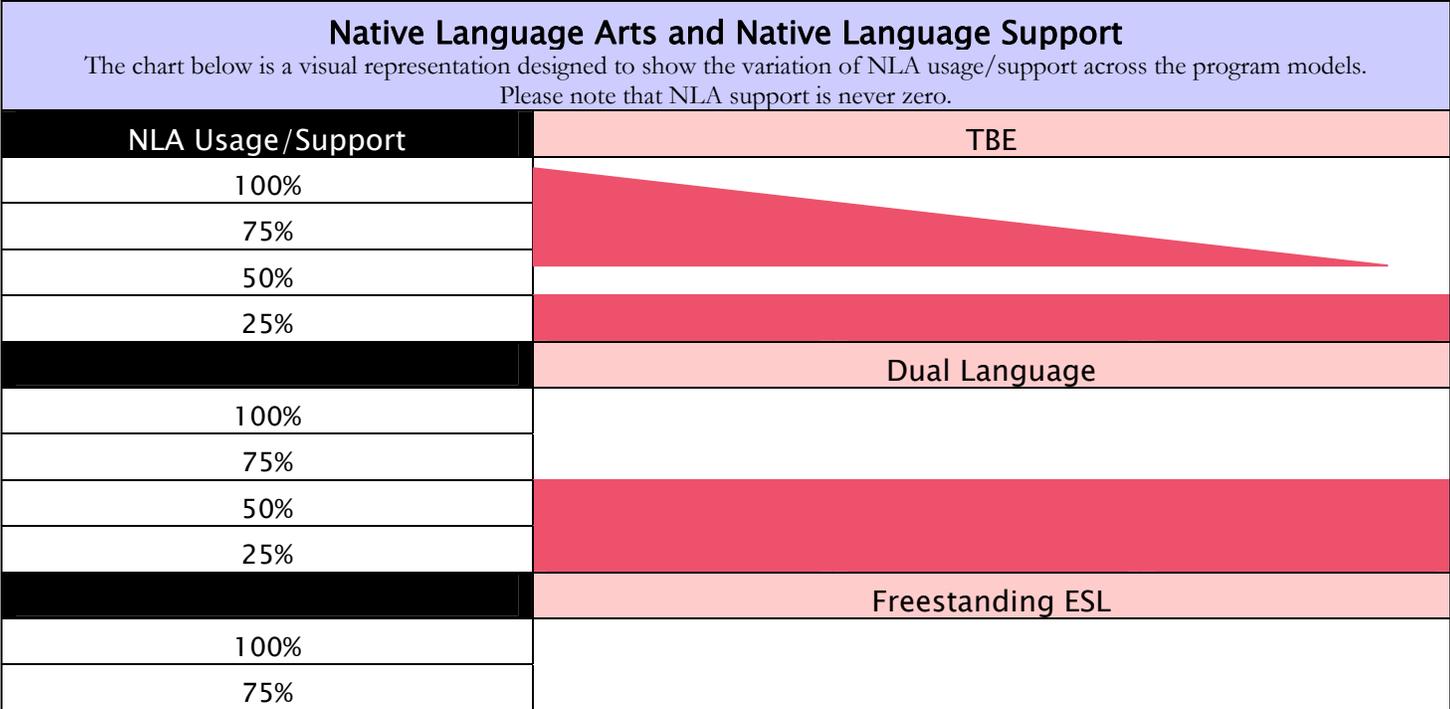
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish						30	53	67	67	217
Chinese							0	2	2	4
Russian										0
Bengali						4	4	11	13	32
Urdu						1	1	1	2	5
Arabic						1	1	1	0	3
Haitian Creole										0
French										0
Korean							1	3		4
Punjabi								1		1
Polish										0
Albanian										0
Other						5	16	28	33	82

**Programming and Scheduling Information**

<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>41</b>	<b>76</b>	<b>114</b>	<b>117</b>	<b>348</b>
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1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
<b>FOR ALL PROGRAM MODELS</b>			
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS</b>			
Native Language Arts	90 minutes per day	90 minutes per day	45 minutes per day



50%	
25%	
<b>TIME</b>	<b>BEGINNERS INTERMEDIATE ADVANCED</b>

### Programming and Scheduling Information--Continued

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

### Schools with Dual Language Programs

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

### Professional Development and Support for School Staff

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

### Parental Involvement

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

## Part IV: Assessment Analysis

### A. Assessment Analysis

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)		0	0	0	0	1	3	7	12	23
Intermediate(I)	0	0	0	0	0	14	23	20	34	91



NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	5		16		19		3		43
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	15		7		21		1		44
8									0
NYSAA Bilingual Spe Ed									0

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

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

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

- c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

## Part V: LAP Team Assurances

**Completing the LAP:** Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	School Achievement Facilitator		
	Network Leader		
	Other		
	Other		


**Signatures**

School Principal Date

Community Superintendent Date

Reviewed by ELL Compliance and Performance Specialist Date

**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010**

**Form TIII - A (1)(a)**

**Grade Level(s)**

**5-8**

**Number of Students to be Served:**

**LEP 313**

**Non-LEP 1304**

**Number of Teachers 9**

**Other Staff (Specify) 95**

**School Building Instructional Program/Professional Development Overview**

**Title III, Part A LEP Program**

**Language Instruction Program**

- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Our ESL Program consists of 10 classes and there are 9 licensed ESL teachers. We use the push in co-teaching model. A teacher assigned to a beginner, intermediate or advanced class follows that class every day. The classes consist of approximately 30 students. The ESL teachers co-teach with the ELA, Math, Science and Social Studies teachers using English as the medium of instruction. All students receive 3 periods of UA a week. The Advanced, Intermediate and Beginner classes receive 5 periods a week of AIS/Exploratory services. The additional ESL periods are implemented in order to comply with all CR Part 154 mandates. The LEP students at the Beginner and Intermediate level of the NYSESLAT receive 10 periods of ESL/ELA per week. The ESL/ELA teachers alternate instruction during the two periods. One period consists of ESL instruction and the second period consists of ELA instruction. All lessons are differentiated based on the students' needs. Teachers plan lessons incorporating ESL methodologies. These are designed to stress the four basic language acquisition skills of listening, speaking, reading and writing. All LEP students receive ELA instruction that ranges in frequency according to their language level. The goal of this program is to

enable students to acquire proficiency for basic interpersonal communication skills (BICS), and have students acquired grade appropriate cognitive academic language proficiency (CALPS). As per the new research, both BICS and CALPS are taught simultaneously, and according to their language acquisition level. Teachers have implemented listening stations as a way to build listening skills and language acquisition. This program provides continuity for the students and teachers. Having teachers follow the same class and work with the same teachers on a daily basis allows them to know their students and therefore plan instruction that meets their needs.

A critical strategy used to help ELL students achieve higher standards is the use of interactive technology and telecommunication. Through computers in the classroom, the ELL students have the ability to practice both their language and technological skills. This aids in the further development of their listening, speaking, reading and writing skills. Students can communicate with peers and access libraries and encyclopedias for research and presentations. During the summer, the students receive English language instruction with the implementation of the summer school program.

These students also receive instruction and support during the early morning extended day (every day from 8:00-8:30). ESL methodologies are used to improve the students' language skills in English.

### **Professional Development Program**

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Professional Development will take place on a Monday from 2:50-3:30. We will have Professional Development sessions combining the ELA and ESL faculty so that all teachers are aware of current trends and expectations. All staff will continue to be trained in ESL Methodologies, ESL Assessments, Shared Reading, Guided Reading, Guided Writing, Workstations, and Conferencing with Teacher Assessment Notebooks. Content area teachers will continue to receive training on ESL strategies that will help prepare students for the NYSESLAT exam. Balanced Literacy and America's Choice instruction is an integral part of the ESL curriculum and ESL teachers have been trained on how to roll out the author and genre studies. Some of the PD conducted thus far is as follows:

1. How to administer and utilize the results of Rigby ESL Assessments to inform workstations, guided reading, and instruction
2. Strategies for building vocabulary for ELLs using mapping, graphic organizers and games
3. How to keep a Teacher Assessment Notebook for both Reading and Writing and using conferences to pinpoint student needs for workstations
4. Showcases of successful projects By ELA/ESL both in a literacy fair and in a professional study group

**Form TIII – A (1)(b)**

-

**School: Thomas J. McCann IS 125**

**BEDS Code: 342400010125**

**Title III LEP Program**

**School Building Budget Summary**

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$9905.72	<b>Salary for bilingual mathematics teacher.</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts	n/a	<b>N/A</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$541.00	<b>Consumable supplies</b>
<b>Educational Software (Object Code 199)</b>	n/a	<b>N/A</b>
<b>Travel</b>	n/a	<b>N/A</b>
<b>Other</b>	n/a	<b>N/A</b>
<b>TOTAL</b>	<b>10, 446.72</b>	

## **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

### **Part A: Needs Assessment Findings**

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

Data from the HLIS (Home Language Identification Survey, completed by every parent in the school, is used to assess the school's translation needs to provide parents with the appropriate translated materials. ELL Parent Information Sessions are held during the beginning of each school year to further assist us in identifying parents' language needs.

The DOE's *Language Identification Card* is prominently posted in the main lobby and office of the school so that parents may readily identify the language in which they require interpretation. In addition, at the beginning of the school year, the DOE's *Parent's Preferred Language Form* is sent home with the students so that parents may identify the language in which they prefer to receive written information from the school, as well as the language in which they would like to communicate orally.

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

Data from our HLIS indicates that three languages predominant in our parent population: As a first language, 48% of our parents speak Spanish, 16% speak English, and 13% speak Bengali. The remaining 23% of the parent population is divided between Tibetan (5%), Korean (3%) various Chinese dialects (1%%), and Tagalog, Nepali, Hindi, Gujarati, Urdu, and Arabic (all between 1 and 2%). Less than 1% of parents required translation into any of the other 25 languages spoken here. These findings were reported to the school community at the PTA meeting in October.

## Part B: Strategies and Activities

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

Notices sent home to parents are distributed as double-sided handouts, with English on one side, and Spanish on the other. When possible, translations in some of our other languages (Chinese, Korean, Arabic, Bengali, and Urdu) are provided to classroom teachers to distribute to students on an as needed basis. For notices that cannot be translated in a timely fashion, a Foreign Language Notice cover sheet with "This notice is very important. It will affect the education of your child. Please have it translated", written in 17 different languages is attached to the letter upon distribution. Translation of documents is provided by the DOE Translation Unit, and occasionally in-house school staff. Other translations are taken from the DOE website.

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

Oral translation into Spanish is provided at school meetings, PTA meetings, and special events. These services are provided by in-house school staff and parents. Other language translation is handled on a case-by-case basis, and is generally provided by school staff during the day, and by parent volunteers during most evening meetings. Translation is also available during the school day for parents through staff speaking Spanish, Korean, Chinese, Hindi, and Urdu. Additionally, at the beginning of each school year, a list of dependable student volunteers, recommended by their teachers, is compiled. This list is then distributed to the main office, deans, guidance counselors, and administration to be used if a parent speaks a language for which there is no readily obtainable means of translation among the staff. A student who has been identified from this list will then be asked to assist in translation. The DOE Office of Translation and Interpretation may also be enlisted for telephone translations.

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

The school will fulfill Chancellor's Regulation 663 concerning parental notification requirements by providing parents with information about their right to translation services, and by keeping a copy of this notification available in the main office in all the major languages. Parents in need of translation services will be sent to the main office, where it will be determined what language is needed, and where every attempt to

provide services in this language will be made. Important signage throughout the school will be posted in English and Spanish, especially signs that relate to safety. The notice of the translation policy is also posted in the main lobby of the school in the nine major languages for which interpretation is provided by the DOE.

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

**PART A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	990,884	110,710	1,101,594
2. Enter the anticipated 1% set-aside for Parent Involvement:	9,907		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		1,107	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	49,529		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		5,535	
6. Enter the anticipated 10% set-aside for Professional Development:	180,456		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		11,071	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year:

100

9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

N/A

## **PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT**

**Explanation :** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

### II. How School Will Implement Required Parental Involvement Policy Components

1. IS 125 will take the following actions to involve parents in the joint development of its school parental involvement plan- through: consultation on the School Leadership Team, parental input at PTA meetings, collaborative development of the CEP, and by information dissemination and recruitment of parents by the parent coordinator
2. IS 125 will take the following actions to involve parents in the process of school review and improvement- through: the annual parent survey, the development of the CEP, parent needs as discussed by the parents with the parent coordinator
3. IS 125 will provide the following necessary support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: Parent-Teacher conferences, PTA meetings, progress reports to parents, school decision making committees, providing ESL classes and workshops to parents to improve their understanding of DOE and school policies
4. IS 125 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following programs:  
Does this apply to us? Seems to be all early school age programs.

5. IS 125 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the PIP in improving school quality: An annual parent survey will be sent home to every family in the school. The questions on this survey will be created by the parents of the SLT, with assistance from other team members. In addition to pre-formulated questions on the survey, an area will be designated for parental questions, concerns, suggestions, and complaints, as well as the option for parents to submit the survey anonymously or to provide a name and number for follow-up. In addition to English the survey will be translated into the main languages of the school: Spanish, Hindi, Chinese, and Korean. The PTA President, with the assistance of other parents, will collect and tally responses, and present the findings of the survey to the members of the SLT, and then to the general membership of the PTA

6. IS 125 will build the schools' and parent's capacity for strong parental involvement... through the following activities: host meetings about state standards, assessments, testing and promotional requirements – provide workshops on how parents can assist their children's learning at home by offering hands-on math and literacy workshops- offer orientation meetings to incoming parents and students of feeder elementary schools- provide articulation to parents and students in preparation for entering high school- provide parenting skills workshops for parents- provide English and literacy classes to parents to improve their communication skills in order to empower them to become more involved in their children's education - provide staff development to assist staff members in working with parents as partners in their children's education – disseminate information to all parents on a regular basis through distribution of newsletters, calendars, letters, and flyers translated into the main languages of the school to keep them apprised of school events, meetings, programs and activities – keep parents apprised of school policies and regulations through the annual distribution of school agendas to the students

***Explanation*** : Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

Thomas J. McCann Woodside Intermediate School 125  
46-02 47th Avenue  
Woodside, NY 1137  
An American's Choice National Model School  
Principal  
Judy Lynn Mittler

### School Parent Compact

#### School Responsibilities

Intermediate School 125 will provide a high quality curriculum and instruction in a supportive and effective learning environment through a rigorous and challenging academic program tailored to meet the varied needs of our accelerated, LEP, target, bi-lingual, on-grade, and special education students through:

- Extended day enrichment and remediation programs for students on all levels
- A homework program that reinforces meaningful practice of instructional content and writing in all content areas
- Learning communities and continued adherence to the principals of the America's Choice program
- Form alliances with parents/guardians in the governance of the school

To continue their support of parent involvement in the school, I.S. 125 will:

- Provide opportunities for parent consultation with staff at parent teacher conferences, during back to school night in September, and throughout the year at the mutual convenience of parents and teachers through a pre-arranged telephone conference or in –person meeting
- Provide opportunities for parents to volunteer in the school as Learning Leaders, with the PTA, as chaperones for trips and special events, as translators for meetings and at Parent Teacher Conferences, and as members of the School Leadership Team
- Provide parents with results of bi-monthly student ELA and Math assessments
- Provide informational and instructional workshops and classes to better prepare parents to support their children's academic, emotional, and social needs
- Form alliances with parents/guardians in the governance of the school

#### Parent Responsibilities

Parents will:

- Attend Parent Teacher Conferences
- Participate in school events and workshops when possible
- Maintain regular contact with the school and ensure that student emergency contact information is accurate and up-to-date

- Ensure that their children have completed their homework assignments on a regular basis, and are prepared for all examinations
- Send their children to school appropriately dressed, prepared to learn, and on time
- Encourage their children to read daily at home
- Volunteer to assist in the school whenever possible
- Read and discuss with their children the I.S. 125 school policies and regulations as described in the Student Agenda

## **PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB.

**Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

The school is committed to a high level of student achievement based on the various forms of data that is collected through the state exams, periodic assessments, classroom tests and student–teacher conferences. To maintain a level of constant consistency, the workshop model as well as periodic assessments have been implemented in and across all subjects and grade levels. The school community is divided into four separate Houses in order to create smaller learning environments for our staff and students. Each house has a dedicated assistant principal, guidance counselor and dean. Two deans were added in collaboration with the United Federation of Teachers and through a School Based Option vote. Each house has a dedicated lunch period, at which time teachers of that house share common preparation periods, thus allowing them to collaborate best practices, student achievement and areas of growth and concern. In addition to having a 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade, uniquely, we also serve 170 fifth grade students. Our principal, Ms. Mittler, requires the highest level of academic rigor and quality instruction; she also acknowledges that safety and discipline are essential to maintain success. She has adopted a zero tolerance policy concerning all breaches of Chancellor’s Regulations, as well as not sanctioning disrespect of any staff member or fellow student. The staff has taken measures to ensure a safer school by monitoring the hallways during passing.

In order to disseminate appropriate guidelines for instruction and behavior, I.S. 125 employs five assistant principals whose responsibilities include supervising specific subjects and Houses. The assistant principals are products of District 24 Educational Initiatives or of I.S. 125 itself. This ensures continuity of the school’s culture and philosophy. Our Mission Statement states, “We...create a safe, welcoming and nurturing learning environment for our children.” To support this philosophy, instruction begins in homeroom as all students spend their time preparing for state exams and conferencing with their teachers.

Pedagogues use the results of classroom and periodic assessments to make notes in the Teachers’ Assessment Notebooks and to plan lessons that meet specific needs of the students. Conferencing with students during both readers/writers workshop and work periods in content area classes is an alternative form of assessment. The closing of the lesson is critical as students are asked to answer the Aim. Based on student response, teachers are able to assess students’ progress. It is through these formal and informal assessments that we have determined the academic deficiency that exists across all grade levels. Through student and staff feedback, we created our overarching school

goal, "To equip our students with the necessary educational foundations to succeed not only in school but for life." As a school community, we are aware of academic foundations that our students are deficient in, are constantly adjusting our departmental pacing calendars, and view them as living documents. Some of the changes that we have made as a school have ranged from opting out of the Math Core Curriculum to implementing skills/standards workstations on a need to have basis.

Ongoing communication is an indispensable tool to ensure student success. Some forms of communication include but are not limited to post-observation conferences, where feedback is given to teachers from their subject supervisors. Interdisciplinary Team Meetings, (mini-inquiry teams), are programmed into all major subject, ESL and Special Education teachers' programs, where teachers share specific student information to assess, evaluate and measure individual student progress.

There are currently several teacher resource centers to ensure that each teacher has an opportunity to acquire materials, information, meet with other like content area teachers, and share and plan lessons and units. The school maintains a UFT Teacher resource center, and ELA resource center, an ESL resource center and a Math resource center. Further, there are Lead Teachers in English Language Arts and Math, as well as a Literacy Coach and Math Coach meet with teachers daily, discuss lesson planning and provide feedback to teachers to ensure learning objectives are clear and teachers are moving on their individual professional learning curve. Essentially our strength as a school is derived from determining the aforementioned student data and being able to identify these students' trends and effectively address them over the last couple of years. As a community, we are very aware of the harsh realities of business world and know the importance of strong educational and social foundations thus our continued focus and goal is, "To equip our students with the necessary educational foundations to succeed not only in school but for life."

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement. Data is compiled to determine students' status. Students are then programmed to exploratory and extended day AIS classes accordingly.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

I.S 125 is partnered with the Sports and Arts in Schools Foundation to offer and provide afterschool tutoring and athletic/arts classes to the student population. When funding permits, I.S 125 offers enrichment classes to all students with ESL and special education designations.

- o Help provide an enriched and accelerated curriculum.

I.S 125, in addition to following the NYS grade-level curriculum, offers accelerated courses in math, science, social studies, ELA and foreign language. Students enrolled in these classes have the opportunity to take the Algebra, Earth Science and 11th grade History Regents as well as the foreign language proficiency exam.

- o Meet the educational needs of historically underserved populations.

- Students and their families that are in historically underserved populations are offered afterschool program access, culturally

related field trips, adult ESL classes, parenting skills classes, saturday math classes, access to Project Friend. We assigned four deans and an assistant principal of security to help ensure the safety and security of our diverse population.

- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs. In addition to offering accelerated programs to qualified students, I.S 125 mandates that all low-performing students take exploratory classes in ELA and mathematics. Furthermore, we incorporate a comprehensive arts program into our academic curricula. Students will meet three to four times per week in their choice of orchestra, chorus, dance, art and computer classes.
- o Are consistent with and are designed to implement State and local improvement, if any. I.S 125 is a school in good standing.

### 3. Instruction by highly qualified staff.

All classes are taught by highly qualified teachers that are certified in their subject area.

### 4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

The administration of I.S. 125 provides high-quality and ongoing professional development to it's staff, not only on chancellor-dedicated PD days, but also through our network and citywide professional development opportunities.

### 5. Strategies to attract high-quality highly qualified teachers to high-need schools.

I.S 125 has a partnership with Queens College where we allow aspiring teachers to observe and student-teach. We assess all prospective teachers and require multiple letters of recommendation as well as a demonstration lesson. Our administration regularly attends job-fairs to seek out and find the most highly-qualified teachers that would be a good fit in our school community.

### 6. Strategies to increase parental involvement through means such as family literacy services.

ESL, computer and parenting skills workshops are offered through our parent coordinator. Math enrichment classes for parents are also offered on the weekends when funding is available.

### 7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

N/A

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

I.S 125 is a DY0 assessment school. Teachers, in collaboration with department chairs, coaches and administration, designs administers and grades our own periodic formative assessments in all major subjects and foreign language four times a year. The results of the assessments are placed on a data CD and distributed to each subject teacher. This information is used to help plan, modify and differentiate instruction.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance. Students are placed homogeneously in all content area classes. In both our proficient and our accelerated programs students are given the opportunity to attend early-morning classes with their subject teachers for additional assistance in their areas of need. ESL, computer and parenting skills workshops are offered through our parent coordinator. Math enrichment classes for parents are also offered on the weekends when funding is available.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

As a school in "good standing" we incorporate Project Friend to at-risk students. We have divided our school into four separate houses, each with a dedicated guidance counselor, dean and AP. We have an AP of security that reviews and monitors all areas of risk concerning violence, drug, gang and alcohol awareness. Students are made aware of the Chancellor's Regulations (The Discipline Code) and the consequences associated with violating it. ESL, computer and parenting skills workshops are offered through our parent coordinator. Math enrichment classes for parents are also offered on the weekends when funding is available.

## **PART D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

**N/A**

2. Ensure that planning for students served under this program is incorporated into existing school planning.

**N/A**

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

**N/A**

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

**N/A**

c. Minimize removing children from the regular classroom during regular school hours;

**N/A**

4. Coordinate with and support the regular educational program;

**N/A**

5. Provide instruction by highly qualified teachers;

**N/A**

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

**N/A**

7. Provide strategies to increase parental involvement; and

**N/A**

8. Coordinate and integrate Federal, State and local services and programs.

**N/A**

**(TO BE REVISED FOLLOWING CONVERSATION WITH SED ABOUT TIMELINE FOR IMPLEMENTATION OF NEW DIFFERENTIATED ACCOUNTABILITY REQUIREMENTS)**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

*This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State's new Differentiated Accountability System will be released in late spring 2009.*

**NCLB / SED Status:**

**In Need of Improvement - Year 1**

**SURR Phase / Group (If Applicable):**

**NA**

**Part A: For All Schools Identified for Improvement**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. **NA**
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

**NA**

**Part B: For Title I Schools Identified for Improvement**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

**I.S 125 is a school in good standing**

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

**I.S 125 is a school in good standing**

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

**I.S 125 is a school in good standing**

## **APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

*All schools must complete this appendix.*

### **Background**

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an "audit of the written, tested, and taught curriculum" to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for "corrective action." The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

**Directions:** All schools are expected to reflect on the seven (7) key findings of the "audit of the written, tested, and taught curriculum" outlined below, and respond to the applicable questions that follow each section.

### **CURRICULUM AUDIT FINDINGS**

#### **KEY FINDING 1: CURRICULUM**

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

#### ***1A. English Language Arts***

##### **Background**

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher's role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed within the New

York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. Vertical alignment is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas horizontal alignment refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

### **ELA Alignment Issues:**

**-Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.

**-Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.

**-Taught Curriculum.** The Surveys of Enacted Curriculum (SEC)<sup>2</sup> data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.

**-ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

### **-English Language Learners.**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

<sup>2</sup>To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the Surveys of Enacted Curriculum (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards

(intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-2009 school year, to assess whether this finding is relevant to your school's educational program.

During the 2008-2009 school year, IS 125 has engaged in a variety of practices to assess and align the ELA curriculum to the NYS standards. These practices are both ongoing and evolving so as to best address the needs of our students.

In addition, the curriculum fulfills requirements that NYS feels schools need to be properly aligned with state standards in ELA.

The curriculum:

- Clearly presents the content being taught to students
- Includes clear expectations for both students and teachers in the form of short term and long term goals
- Has a defined set of student outcomes
- Addresses the seven areas of reading and the five areas of writing as stated in background information (1A English Language Arts)
- Actively blends content – skill – strategy
- Is aligned both horizontally within the grade as well as vertically to extend learning from the previous grades

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable

Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

There are a variety of standards-based practices used at IS 125 to develop and implement the curriculum so that it is aligned with the NYS ELA standards:

1. Pacing calendar – The pacing calendar is designed to illustrate the content of and time frame for all areas of the ELA curriculum. It addresses both reading and writing standards as well as emphasizes the specific skill and strategies students need to master reading and writing. Additionally, the monthly pacing calendars are displayed in all area of the school so that students can actively participate and be aware of expectations and outcomes on an ongoing basis.
2. Through a series of introductory lessons, a defined set of short term and long-term teacher expectations and student outcomes are discussed. Short-term student outcomes are routinely addressed in Tasks and Rubrics included for all activities and projects.
3. Reading standards – Lessons within the curriculum are created not only the content but on the skill or strategy used to achieve a specific outcome. The curriculum incorporates balanced literacy with differentiated learning and best practices.

4. Writing standards – All aspects of writing are explored and developed through the writing process as well as exploration and mastery of the genres of writing. Content, form, and independent mastery of the writing process is integrated in the ELA curriculum. The writing curriculum was developed to apply across content areas so that students understand that writing is used in other subjects and therefore are able to apply what they have learn in other subjects.
5. Curriculum design is based on a hierarchy of cognitive learning, i.e. Bloom's Taxonomy.
6. Curriculum is designed to be aligned with, and in some cases, exceed state standards through the development of an Independent Study, as well as literacy across the content areas.
7. The curriculum is consciously aligned both horizontally and vertically within the school. Horizontally, ELA reading and writing is applied to other subjects. Thereby, students develop an awareness of how ELA skills and strategies are necessarily integrated in other subjects. As the feeder pattern is of an extreme nature, the curriculum also addresses the issue of vertical alignment to close any gaps that are present with the incoming students. The school also addresses vertical alignment within the school by developing a curriculum that builds upon the content, skills, and strategies taught the year before.
8. Curriculum includes a variety of resources available to teachers to fully maximize student cognition of content, as well as skills and strategies. Available resources include a variety of technologies such as computers, smart boards, and LCD projectors. The resources also include traditional resources such as class sets of novels, anthologies, and, dictionaries. These resources are used to comprehend and apply the ELA content across subject areas. The student's ability to apply ELA content across the content areas addresses student mastery.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

N/A

## **1B. Mathematics**

### **Background**

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as process strands and content strands. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

### Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (Everyday Mathematics [K–5] and Impact Mathematics [6–8]) are aligned with the New York state content strands except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state process strands for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

### Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

According to the stated math background, an effective math curriculum must incorporate the content and process strands of the NYS Learning Standards. As an Empowerment school, IS125 was afforded the opportunity to create its own curriculum for the 2008-2009 school year. IS125 has engaged in an evaluation process to assess and align the math curriculum taught in grades 5 through 8 with the NYS standards. The math department (consisting of a math coach, a math lead teacher and experienced math teachers), under direction of the assistant principal, analyzed the core math curriculum and pacing guide for IS125. The focus was to determine if the curriculum aligns itself to the NYS standards, with special attention to the process strands. The department found the focus of the pacing calendar does encourage the instruction of math content through engaging activities that foster the development of problem solving skills. The design of the activities is to challenge students to reason mathematically and model mathematical ideas in a variety of ways.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

1B.3

The pacing calendars clearly outline the performance indicators mandated by the NYS Learning Standards on each grade level. There is one pacing calendar for each grade level. The teachers plan lessons using the pacing calendar that help students give a meaning to mathematics through mathematical explorations. The problem solving activities give students a connection to the real world and help them make connections between the different math topics at the middle school level. The instruction does not promote the teaching of isolated skills and

allows students to make connections between the topics taught on each grade level. Common planning time permits communication both vertically and horizontally about best practices. Teachers share materials regularly and meet to plan activities that encourage students to model mathematical ideas in a variety of ways.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

N/A

## **KEY FINDING 2: INSTRUCTION**

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

### **2A – ELA Instruction**

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high - observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

During the 2008 – 2009 school year, IS 125 has used a variety of strategies to ensure that instruction incorporated best practices and was student-centered. Additionally, instructional design was based on a variety of data, including:

- portfolio assessment
- state assessments
- periodic content assessment

- learning style inventory

Professional development, integrated content area team meetings, and periodic assessments were used to develop and implement instruction. As such, the findings were not relevant to our school's educational program.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

ELA instruction is designed based on and includes best practices such as differentiated instruction. Areas of differentiated instruction which are implemented in classroom instruction include workstations, learning centers, and independent study.

Additionally, students participate in a learning style inventory that is assessed at the beginning of the year. The data is then incorporated into classroom instruction so as to maximize active student participation and promote student ownership of learning in the classroom.

Balanced literacy is also a cornerstone of our ELA instructional design. Balanced literacy instruction includes those seven areas of reading and five areas of writing that are part of NYS ELA standards.

Reader's Workshop and Writer's Workshop are part of the balanced literacy instructional design. Within Reader's Workshop, instruction includes a variety of reading models including shared reading, guided reading, and read alouds. Each reading model addresses a different aspect of reading. For example, guided reading addresses fluency as well as comprehension. Read alouds encourage motivation to read.

Literature Circles are designed to engage students in cooperative learning where they are the active facilitators of learning. Author Studies are an instructional design that are part of ELA so that students are given the responsibility to choose the book they will read. Again, these models ensure a greater degree of active, rather than passive student participation resulting in greater mastery of content, skills and strategies.

An essential part of Writer's Workshop instruction is developing and encouraging student mastery of the writing process and the writing genres. Instructional design for Writer's Workshop includes independent writing, interactive writing, and word study. Instruction is designed so that students:

- Develop a mastery of content through independent writing and interactive writing.
- Develop a mastery of form that includes word study through grammar, spelling, and handwriting.

An Independent Study was developed for each grade to incorporate all aspects of ELA; independent research, independent reading, developing and implementing a writing design, and

Instruction is also designed so that reading and writing is integrated in ELA and across the content areas. This design allows for greater student participation because they are motivated to use ELA skills in other subjects.

Both Reader's and Writer's Workshop are designed to maximize student participation, incorporate varying learning styles, and develop student ownership of ELA skills. As an example, the different writing genres are assigned to different subject areas so that students become aware of how ELA skills in reading and writing are used cross curricular. The persuasive writing genre is assigned to Social Studies. The narrative procedure writing genre is assigned to Science.

Finally, team meetings are used:

- To implement research based instruction that are introduced during professional development seminars
- To address and plan instruction for those areas in the curriculum where students have not reached an on-grade standards-based level
- To address and plan cross-curricular skill lessons as a means of revisiting and developing grade and standards-based mastery
- To incorporate differentiated learning and balanced literacy across the curriculum
- To insure that skills and strategies are part of instruction along with content

To study portfolio, state, and periodic content area assessments and use them as additional data to reaffirm instruction and student need.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

N/A

## **2B – Mathematics Instruction**

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM<sup>3</sup>)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The school's mathematics instructional best practices assessment is derived from the data collected during the classroom observations by the math coach and lead teacher and from the walkthroughs by the principal and assistant principals. The monthly department meetings, monthly content cabinet meetings and weekly interdisciplinary team meetings continually assess the implementation of the workshop model across the grade levels.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

As an America's Choice Model School, IS125 follows the workshop model and does not use direct instruction. The math workshop model begins with a motivation that engages the students in the daily topic. The work period consists of hands-on learning activities, independent investigations, technology activities and/or cooperative workstation with the use of manipulatives and/or technology. The teachers plan for differentiated instruction to meet the needs of all students in the classroom on a daily basis. Classroom observations confirm that students are engaged in problem solving and mathematical explorations across the grade levels. Students routinely engage in discussions that demonstrate the presence of higher level thinking as outlined in Bloom's Taxonomy. Accountable talk is evident in the mathematics classroom during the work period and closing of the lesson. The students are required to write weekly journal entries that demonstrate their ability to organize, hypothesize and draw conclusions from a life problem task.

Professional development workshops have helped teachers develop alternative instructional strategies. Through a technology mini-grant, the participating mathematics teachers received a laptop and projector. The math lead teacher provides professional development on the incorporation of Microsoft PowerPoint and Smart Notebook Software. The math teachers share lesson plans through the wikispaces, and many teachers use a website to post lessons and homework instruction for their students. Teachers work collaboratively to develop activities that engage the students in mathematical explorations. Through inter-visitation, the teachers have the opportunity to witness the implementation of best practices and alternative strategies to teaching a balanced math curriculum.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

N/A

<sup>3</sup>To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

### **KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY**

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The only movement of staff during the last academic year was a result of register loss, budget cuts and retirees. Teachers were excessed due to a drop in student enrollment and budget cuts exceeding 12%.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The comparison between the staff to student ratio from last year along with the budget comparison from the past two academic years dispels this finding.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

n/a

### **KEY FINDING 4: PROFESSIONAL DEVELOPMENT - ENGLISH LANGUAGE LEARNERS**

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Currently English Language Learners make up over 18% of our population and we are very aware of their academic needs through formative and informative assessments. Each of the ESL teachers are placed on an academic team with the content teachers where a "push in" model occurs vs. a "pull out" model, through this practice ESL instruction occurs across each content area.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Several ESL and content area teachers have been attending the QTEL trainings for a number of years. Upon return from the training, these staff members turnkey the professional development to other staff members.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

n/a

#### **KEY FINDING 5: DATA USE AND MONITORING - ELL INSTRUCTION**

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

All ESL students are separated by their ESL proficiency levels, (Advanced, Intermediate and Beginner). Being an interdisciplinary school all teachers are stakeholders in every student's educational growth regardless of content area, therefore student all data is shared with all of the staff members with in a timely fashion. Furthermore, student class movement regarding their ESL level takes place within days of the release of the NYSESLAT results.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The movement of students can be monitored through the RIIR report in ATS that tracks the class movement of each student. All staff members are provided with a Data CD at the start of the academic year and receive periodic updates as needed regarding student data.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

N/A

#### **KEY FINDING 6: PROFESSIONAL DEVELOPMENT - SPECIAL EDUCATION**

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Currently Special Education (SPED) students make up over 10% of our population and we are very aware of their academic needs though formative and informative assessments. Several resources are made available to all staff members ranging from the PRIM Manual to the School Based Support Team.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The resources stated in 6.1 familiarize the teachers with appropriate accommodations and modifications to their lessons that will help support the students with disabilities in their classrooms. All stakeholders within the educational process assess the students in a timely fashion to ensure that all IEP goals are being approached or met. The School Based Support Team, as well as special education classroom teachers ranging from self-contained teachers to special education support teachers is available to the general education teachers to assist in the determination of the type of accommodations that will best suits the needs of the student in accordance with their IEP.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

n/a

#### **KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)**

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do not consistently specify accommodations and/or modifications for the classroom environment (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The key to effective instruction and learning is differentiation. All teachers have access to their individual students' IEP's. The IEP's are reviewed by the content area teachers and special education teachers where applicable, and the academic and non-academic goals and objectives are differentiated accordingly.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

As stated in key finding 6 and 7.1, the IEP's are provided to all of the classroom teachers that instruct the individual student. Through this distribution and constant ongoing discussion in interdisciplinary team meeting, the academic and social needs of the individual student are met and monitored.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

N/A

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

*This appendix will not be required for 2009-10.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

## **APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

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

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

### **Part A:**

#### **For Title I Schools**

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.)

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2. Please describe the services you are planning to provide to the STH population.

Students at I.S 125 that are experiencing homelessness or temporary housing will be offered counseling services, preferred access to the school library and afterschool program, basic emergency supplies if a need is identified, a transportation pass once the child is permanently housed, complimentary gym uniform, school trip participation without cost, school event participation without cost and guaranteed AIS and extended day services.

### **Part B:**

#### **For Non-Title I Schools**

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).

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

**N/A**

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 in the borough Integrated Service Center (ISC) or Children First Network.