



I.S. 125 THOM J. McCANN WOODSIDE

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: I.S. 125 THOM J. McCANN WOODSIDE
ADDRESS: 46-02 47 AVENUE
TELEPHONE: 718-937-0320
FAX: 718-361-2451

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 342400010125 **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: Blanca Donoso

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

DISTRICT AND NETWORK INFORMATION

DISTRICT: 24 **CHILDREN FIRST NETWORK (CFN):** 204

NETWORK LEADER: DIANE FOLEY/Gary D. Goldenback

SUPERINTENDENT: Madelene Taub

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 member 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/NR/ronlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *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.
Kathleen Dalton	Admin/CSA	Electronic Signature Approved. Comments: Unavailable at time of submission
Judith Glazer	UFT Chapter Leader	Electronic Signature Approved. Comments: Unavailable at time of submission
Carol Masiello	DC 37 Representative	Electronic Signature Approved. Comments: Unavailable Unavailable at time of submission
Jason Leibowitz	UFT Member	Electronic Signature Approved. Comments: Not present at time of approval Unavailable at time of submission
Donna Blaine	UFT Member	Electronic Signature Approved. Comments: Unavailable at time of submission
Blanca Donoso	PA/PTA President or Designated Co-President	Electronic Signature Approved. Comments: Unavailable at time of submission
Juana Guterriez	Parent	Electronic Signature Approved. Comments: Unavailable Unavailable at time of submission
Elizabeth Pimental	Parent	Electronic Signature Approved. Comments: Unavailable

Bajes Zeidia	Parent	Electronic Signature Approved. Comments: Not available at time of approval
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* Core (mandatory) SLT members.

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.

□

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 6th, 7th and 8th grade, uniquely, we also serve 193 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." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	I.S. 125 Thom J. McCann Woodside								
District:	24	DBN #:	24Q125	School BEDS Code:					
DEMOGRAPHICS									
Grades Served:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	0	0	0		95	96.1	TBD		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability - % of Enrollment:					
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	0	0	0		94.8	95.04	TBD		
Grade 4	0	0	0						
Grade 5	179	182	169	Poverty Rate - % of Enrollment:					
Grade 6	318	303	298	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	592	560	558		71.5	73.7	85.9		
Grade 8	590	579	592						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 11	0	0	0		8	16	TBD		
Grade 12	0	0	0						
Ungraded	0	2	0	Recent Immigrants - Total Number:					
Total	1679	1626	1617	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					86	99	48		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:					
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	34	25	43	Principal Suspensions	263	251	TBD		
# in Collaborative Team Teaching (CTT) Classes	43	45	46	Superintendent Suspensions	26	21	TBD		
Number all others	75	76	70						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment:				CTE Program Participants	0	0	0		
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0		

# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	330	344	323	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	1	15	60	Number of Teachers	118	118	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	15	17	TBD
				Number of Educational Paraprofessionals	6	5	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	3	3	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	66.9	69.5	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	50	49.2	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	84	87	TBD
American Indian or Alaska Native	0.1	0.2	0.1	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	87.4	99.4	TBD
Black or African American	2.6	2.1	2				
Hispanic or Latino	55.3	55.9	55				
Asian or Native Hawaiian/Other Pacific Isl.	35.1	35.9	37.5				
White	6.9	6	5.2				
Multi-racial							
Male	52.2	51.1	51.6				
Female	47.8	48.9	48.4				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:		<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School:		If yes, area(s) of SURR identification:					
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>							
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-					
Black or African American	-	-	-				
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	√	√					
White	√	√					
Multiracial							
Students with Disabilities	√	√	-				
Limited English Proficient	√	√					
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	7	7	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	90.7	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	10.9	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	22.7	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	49.6	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	7.5	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = 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
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

* = 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.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

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/Teacher 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 your 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?

□

After 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. The student population at Intermediate School 125 is extremely diverse, there are over 112 language dialects spoken, the Special Education population 13% and our English Language Learner, (ELL), population as high as 34% over the same time-period. It was obvious that we were not addressing all of the needs of the entire school community.

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.

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. I.S. 125 has also become an NCLB/SED school in "Good Standing" as of the 2009-2010 school year.

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 5th grade and we receive students across 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.

As a school community, we are committed to increase student achievement in both writing and reading across the content areas. Students are held accountable for producing a benchmark piece in September and building on that piece with the goal of increasing proficiency in writing by identifying the student's strengths and weaknesses and addressing them during whole group or small group instruction. I.S. 125 writing is aligned to the Common Core State Standards and teachers are accountable for aligning tasks and rubric to the CCSS.

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 6th, 7th and 8th grade, uniquely, we also serve over 200 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.

Pedagogue 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. 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 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 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 2010-11 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 (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), 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 be aligned to the school’s annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> By June of 2011 3% of those students not making acceptable gains will demonstrate one year in ELA as measured by the 2010-2011 Progress Report.	<input type="checkbox"/> By June of 2011 3% of those students not making acceptable gains will demonstrate one year in ELA as measured by the 2010-2011 Progress Report.
<input type="checkbox"/> By June of 2011 3% of those students not making acceptable gains will demonstrate one year in Mathematics as measured by the 2010-2011 Progress Report.	<input type="checkbox"/> By June of 2011 3% of those students not making acceptable gains will demonstrate one year in Mathematics as measured by the 2010-2011 Progress Report.
<input type="checkbox"/> By June 2011, 3% of our English Language Learners and students with disabilities will demonstrate one year of progress as measured in the 2010-2011 progress report.	<input type="checkbox"/> By June 2011, 3% of our English Language Learners and students with disabilities will demonstrate one year of progress as measured in the 2010-2011 progress report.
By June 2011 there will be a 10% reduction in the total number of Principal suspensions.	By June 2011 there will be a 10% reduction in the total number of Principal suspensions.

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 2010-11 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, PLA, 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

English Language Arts

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> By June of 2011 3% of those students not making acceptable gains will demonstrate one year in ELA as measured by the 2010-2011 Progress Report.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Balanced Literacy will be implemented in all ELA classrooms. Pacing calendars will be adhered to. Pre and post assessments, front loading of curricula, infused test preparation, scaffolding of tasks and questions, as per Bloom’s Taxonomy to match multiple levels of students to tasks in an independent classroom setting.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY’11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p>As a Title I Schoolwide Programs school, conceptual consolidation will allow us to combine federal and local funds such as Fair Student funding, (Tax-Levy) Title I funds, and Human Resources to implement this action plan from September 2010-May 2011.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><input type="checkbox"/> Administration and teachers will administer DYO assessment, formal and informal assessments, teacher observations, teacher meetings and collaborative inquiry meetings.</p>

Subject Area
(where relevant) :

Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By June of 2011 3% of those students not making acceptable gains will demonstrate one year in Mathematics as measured by the 2010-2011 Progress Report.</p>
<p>Action Plan <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>Basic mathematical skills and concepts will be incorporated in the content classroom. Pacing calendars will be adhered to. Pre and post assessments, front loading of curricula, infused test preparation, scaffolding of tasks and questions, as per Bloom’s Taxonomy to match multiple levels of students to tasks in an independent classroom setting.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY’11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>As a Title I Schoolwide Programs school, conceptual consolidation will allow us to combine federal and local funds such as Fair Student funding,(Tax-Levy) Title I funds, and Human Resources to implement this action plan from September 2010-May 2011.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Administration and teachers will administer DYO assessment, formal and informal assessments, teacher observations, teacher meetings and collaborative inquiry meetings.</p>

Subject Area
(where relevant) :

ESL

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By June 2011, 3% of our English Language Learners and students with disabilities will demonstrate one year of progress as measured in the 2010-2011 progress report.</p>
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<p>Action Plan <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>Balanced Literacy will be implemented in all ESL and Special Education classrooms. Pacing calendars will be adhered to. Pre and post assessments, front loading of curricula, infused test preparation, scaffolding of tasks and questions, as per Bloom’s Taxonomy to match multiple levels of students to tasks in an independent classroom setting.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY’11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>As a Title I Schoolwide Programs school, conceptual consolidation will allow us to combine federal and local funds such as Fair Student funding,(Tax-Levy) Title I funds, Title III and Human Resources to implement this action plan from September 2010-May 2011 as indicated below.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/>Administration and teachers will administer DYO assessment, formal and informal assessments, teacher observations, teacher meetings and collaborative inquiry meetings.</p>

Subject Area
(where relevant) :

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011 there will be a 10% reduction in the total number of Principal suspensions.</p>
<p>Action Plan <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>The ladder of referral will be revisited and enforced. Guidance will conduct workshops for all students concerning respect, bullying, inappropriate cell phone and camera use. Students will be made aware of when it is appropriate to appeal to authority and be given strategies on conflict resolution. A lateness log will be created for each teacher and handed to the house dean on a weekly basis to increase accountability for lateness. Progress and behavior logs will continue to be collected bi-weekly. Community members, merchants and shop owners within a 4 block radius of the school will be given the AP of Security’s Blackberry phone number to alert administration of situations occurring in the vicinity before and after school.</p>

	<p>Teachers that instruct the same classes will have their rooms reprogrammed with rooms that are closer to each other to reduce mobility in the hallways.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>As a Title I Schoolwide Programs school, conceptual consolidation will allow us to combine federal and local funds such as Fair Student funding,(Tax-Levy) Title I funds, and Human Resources to implement this action plan from September 2010-May 2011 as indicated below.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/>Administration and deans will, on a monthly basis, compare OORS and SOHO data to last years statistics.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. 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 Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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 7: 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	202	202	202	202	4	1	1	6
6	285	285	285	285	3		1	9
7	301	301	301	301	19	1		11
8	269	269	269	269	24	2		4
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. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each 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.).
ELA:	<input type="checkbox"/> 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 eight periods per week for the fifth grade. Grades six, seven and eight have ELA six periods per week. All CTT 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. Great Leaps is used for the students who have difficulty with fluency. A phonics based program is in effect for those students who lack basic reading skills. The Wilson Reading Program is being used for the self contained students who are reading on a Primer, 1st and 2nd grade level.
Mathematics:	<input type="checkbox"/> As a part of the instructional day all students who are identified as “at risk”, receive one period per day of AIS (exploratory) instruction. Math is provided eight periods per week for the fifth grade. Grades six, seven and eight have math six periods per week. All CTT 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.
Science:	<input type="checkbox"/> <div style="border: 1px solid black; padding: 5px;"> <p>All CTT 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</p> </div>

	individual needs and tutoring is provided on an individual basis.
Social Studies:	<input type="checkbox"/> All CTT 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.
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> 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.
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> 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.
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> Individual and group counseling, conferencing with teachers and parents, and referrals to outside agencies
At-risk Health-related Services:	<input type="checkbox"/> 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 - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information.

Grade Level(s)

5-8

Number of Students to be Served:

LEP 311

Non-LEP 1347

Number of Teachers 10

Other Staff (Specify) 94

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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 9 classes and there are 10 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 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 Part154 mandates. The LEP students at the Beginner and Intermediate level of the NYSESLAT receive 6 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

Section III. Title III Budget

School: Thomas J. McCann IS 125

BEDS Code: 342400010125

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	36487	<input type="checkbox"/> <input type="checkbox"/> Salary for Saturday program. Secretary: \$2337 Teachers: \$31282 Supervisors: \$3968
Purchased services - High quality staff and curriculum development contracts	n/a	<input type="checkbox"/> N/A
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$14,513	<input type="checkbox"/> Consumable supplies
Educational Software (Object Code 199)	n/a	<input type="checkbox"/> N/A

Travel	n/a	<input type="checkbox"/> N/A
Other	n/a	<input type="checkbox"/> N/A
TOTAL	36487	

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.
-
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.

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.

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.

, 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>.

□

Important signs 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 2010-11:	1,052,100	50,650	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	10,521		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	49,390	*	
4. Enter the anticipated 10% set-aside for Professional Development:	98,781	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
100

6. If the percentage of high quality teachers during 2009-2010 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.

100% of our teachers are High-Quality and teaching in core academic subjects.

* Federal waiver granted; additional set-asiders for Title I ARRA are not required for these areas.

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

1. **School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.**

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.

□

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

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

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.

□

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

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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.

□

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. Additionally, we have adopted a school wide focus on writing in the content area. Students will produce three core standard-setting pieces of writing in each of the main subjects, including foreign language.

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 school created 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 its 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 DYO 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.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to

coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using all of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the specifically identified needs of its students.

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e., Federal, State, or Local)	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool (Refer to Galaxy for school allocation amounts)	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (Basic)	Federal	Yes			897,500	True	1, 2, 3, 4
Title I, Part A (ARRA)	Federal	Yes			50,650	True	1, 2, 3, 4
Title IV	Federal	Yes			9,365	True	1, 2, 3, 4
Tax Levy	Local	Yes			6142177	True	1, 2, 3, 4

¹**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

²**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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

APPENDIX 7: 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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

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.)

2

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:

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 your Children First Network.

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_24Q125_102810-150255.doc

2010-2011 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 1658 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 HLIS informs I.S. 125 of those students who speak a language other than English in their home environment and allows the school to administer a LAB-R to determine initial English language proficiency and placement.

The ESL program will consist of 9 classes serviced by 10 licensed ESL teachers. Beginner and intermediate proficiency level students will receive 360 minutes per week of ESL instruction provided by a certified ESL teacher. The ESL teachers will focus on integrating all content classes; 5th, 6th, 7th and 8th 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 5th, 6th, 7th, and 8th 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 1 ESL class in grade 6, which is a beginner self-contained classroom setting. We have 3 ESL classes, beginner, intermediate and advanced, in grades 7 and 8. The beginner classes in grades 7 and 8 are a self-contained classroom settings, which is taught by a certified ESL teacher. Students are placed in the appropriate language proficiency class according to their LAB-R and NYSESLAT scores. In addition, two ESL classes have also been designated SETSS.

I. Instructional Program

The ESL Program will consist of 9 classes and 10 licensed ESL teachers. We will use the push in co-teaching model of instruction. For the beginner classes in the school, there will be a self-contained setting for grades 6, 7 and 8, where a licensed ESL teacher will be the classroom teacher. All subjects, except for math, will be taught to the self-contained classes, by the ESL teacher. For the intermediate and advanced ESL classes, one certified ESL teacher will be assigned to follow a class throughout the content. There will be an accounting of 25 teacher periods for the individual teacher. All ESL classes will consist of approximately 30 students. Content teachers and ESL teachers will use English as the medium of instruction. All students will receive 3 periods of United Arts (UA) a week. The Advanced, Intermediate and Beginner classes in grades 5, 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. This states 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 at the intermediate and advanced levels. 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. Strategies for building vocabulary for ELLs using mapping, graphic organizers and games
2. Strategies on how students can become more effective writers, through reading complex texts
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 2010-11

School District: 24

Type of Program: ESL 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	2		2
Bengali (BEN)																5		5	3		3
Bosnian (BOS)																					
Chinese (CMN)																1		1	1		1
French (FRA)																					
H. Creole (HAT)																					
Hindi (HIN)																					
Japanese (JPN)																					
Korean (KOR)																					
Polish (POL)																					
Portuguese (POR)																					
Russian (RUS)																					
Spanish (SPA)																42		42	35		35
Vietnamese (VIE)																					
SUB TOTALS →																					

Attach additional sheets if necessary.

Total Number of LEP students in grades K-6 **Identified** in the Building in 2010-11 84
 (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 2010-11

0 111

Bilingual ESL

Number of LEP Students Identified and Served in Each School Building by Type of Program in 2010-2011

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													1		1	
Bosnian (BOS)																						
Chinese (CMN)	5		5	3		3																
French (FRA)																						
H. Creole (HAT)																						
Hindi (HIN)	1		1																			
Japanese (JPN)																						
Korean (KOR)	1		1	2		2																
Polish (POL)																						
Portuguese (POR)																						
Russian (RUS)																						
Spanish (SPA)	66		66	47		47													20		20	
Vietnamese (VIE)																						
SUB TOTALS																						

Total Number of LEP students **Identified** in the Building in 2010-11
(Do not include long-term LEPs)

129

Total Number of LEP students **Served** in the Building in 2010-11
(Do not include long-term LEPs)

0

129

Bilingual

ESL

Number of LEP Students Identified and Served in Each School Building by Type of Program in 2010-2011

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													1		1	
Hungarian																						
Indonesian	1		1																			
Nepali	2		2	3		3																
Filipino	5		5	1		1																
Thai																						
Tibetan	18		18	16		16																
Turkish	1		1	1		1																
Ukrainian																						
Urdu																						
Punjabi	1		1																			
Serb-Croatian				1		1																
SUB TOTALS	112		112	84		84													22		22	

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 2010-2011				Number of Teaching Assistants or Paraprofessionals* **	Sub- Total
	Appropriately Certified*			Inappropriately Certified or Uncertified Teachers**		
Building Name	Bilingual Program	ESL Program	Bilingual Program	ESL Program	Bilingual Program	ESL Program
		10				
TOTALS		10				10

* 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 2010-2011 ESL GRADE 7

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

School District: 24

School Building: I.S.125

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

STUDENT SCHEDULE 2010-2011 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: J.S.125

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

STUDENT SCHEDULE 2010-2011 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
1	From: 8:52 To: 9:32	PE	Social Studies	Social Studies	Social Studies	ELA
2	From: 9:36 To: 10:16	Math	UA	ELA	Science	EXP
3	From: 10:20 To: 11:00	EXP	Science	ELA	ELA	Social Studies
4	From: 11:05 To: 11:45	L	U	N	C	H
5	From: 11:50 To: 12:30	ELA	Science	Math	UA	Social Studies
6	From: 12:35 To: 1:15	Social Studies	ELA	EXP	Math	UA
7	From: 1:19 To: 1:59	EXP	Assembly	Science	Math	Math
8	From: 2:03 To: 2:43	Science	Math	PE	EXP	Science
9	From: To:	Subject (Specify)				

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	I.S. 125 Thom J. McCann Woodside					
District:	24	DBN:	24Q125	School		342400010125

DEMOGRAPHICS

Grades Served:	Pre-K		3		7	v	11		
	K		4		8	v	12		
	1		5	v	9		Ungraded	v	
	2		6	v	10				

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		95.0	96.1	96.2
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		94.8	95.0	94.0
Grade 4	0	0	0				
Grade 5	182	169	196	Poverty Rate - % of Enrollment:			
Grade 6	303	298	294	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	560	558	597		71.5	85.9	85.9
Grade 8	579	592	567				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		8	16	28
Grade 12	0	0	0				
Ungraded	2	0	3	Recent Immigrants - Total Number:			
Total	1626	1617	1657	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					86	99	48

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	25	43	61	Principal Suspensions	263	251	223
# in Collaborative Team Teaching (CTT) Classes	45	46	63	Superintendent Suspensions	26	21	20
Number all others	76	70	63				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	118	118	106
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	15	17	16
# receiving ESL services only	344	323	TBD				
# ELLs with IEPs	15	60	TBD				

These students are included in the General and Special Education enrollment information above.

Number of Educational Paraprofessionals			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	6	5	6

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	3	3	25	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	66.9	69.5	87.7
				% more than 5 years teaching anywhere	50.0	49.2	66.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	84.0	87.0	86.8
American Indian or Alaska Native	0.2	0.1	0.0	% core classes taught by "highly qualified" teachers	87.4	99.4	100.0
Black or African American	2.1	2.0	3.0				
Hispanic or Latino	55.9	55.0	53.1				
Asian or Native Hawaiian/Other Pacific	35.9	37.5	38.0				
White	6.0	5.2	5.9				
Male	51.1	51.6	51.9				
Female	48.9	48.4	48.1				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

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

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native	-	-				
Black or African American	-	-	-			
Hispanic or Latino	v	v				
Asian or Native Hawaiian/Other Pacific Islander	v	v				
White	v	v				
Multiracial						
Students with Disabilities	v	v	-			
Limited English Proficient	v	v				
Economically Disadvantaged	v	v				
Student groups making	7	7	1			

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	B	Overall Evaluation:			NR	
Overall Score:	55.6	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	8.6	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	9.3	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	32.2					
<i>(Comprises 60% of the</i>						
Additional Credit:	5.5					

KEY: AYP STATUS		KEY: QUALITY REVIEW SCORE				
v = Made AYP		U = Underdeveloped				
vSH = Made AYP Using Safe Harbor Target		UPF = Underdeveloped with Proficient Features				
X = Did Not Make AYP		P = Proficient				
– = Insufficient Number of Students to Determine AYP		WD = Well Developed				
		NR = Not Reviewed				

* = 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.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN	District 24	School Number 125	SchoolName Thomas J. McCaan
Principal Judy Mittler		Assistant Principal Andrea Gnecco	
Coach		Coach	
Teacher/Subject Area Maria Palesty/ESL		Guidance Counselor	
Teacher/Subject Area		Parent	
Teacher/Subject Area		Parent Coordinator	
Related Service Provider		Other	
Network Leader Dianne Foley		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	10	Number of Certified Bilingual Teachers		Number of Certified NLA/Foreign Language 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	1658	Total Number of ELLs	307	ELLs as Share of Total Student Population (%)	18.52%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of 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 screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are

returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

1. Our school identifies ELLs via the following screening and assessment instruments; Home Language Identification Survey (HLIS), which is offered in the English, Spanish and Bengali languages, Language Assessment Battery- Revised (LAB-R), and the New York State English as a Second Language Achievement Test (NYSESLAT). The HLIS informs and identifies I.S. 125 of those students who speak a language other than English in their home environment and allows the school to administer a LAB-R to determine initial English language proficiency. After the LAB-R is administered and the proficiency level is determined, the child is placed into the appropriate setting. All students who test within the beginner, intermediate or advanced levels are required to take the NYSESLAT at the end of each year. This assessment is mandatory and determines eligibility of services for the following year. The testing coordinator in the school, is the person responsible for analyzing the HLIS and determining LAB-R eligibility. Furthermore, the testing coordinator administers the LAB-R to all new incoming ELL's within the first 10 days of entry into the public school system. At the end of each year, the NYSESLAT is administered by all of the ESL certified personnel within the building.

2. 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.

3. At the start of each school year, the testing coordinator identifies all of the recurring ELL students as per their scores from the NYSESLAT and distributes mandated entitlement letters, stating the level of proficiency of child and the class the child has been entered in. This letter must be returned signed by the parent/guardian in a timely manner. As per the new incoming students, after the LAB-R is administered, a letter stating the proficiency level and the 3 choices of services available is sent home. This letter must be returned the following school day so the students are placed in the appropriate setting. The parents are notified of the default program (Transitional-Bilingual) as per the CR Part 154 their child will be placed in if the letter is not returned, therefore the letters are usually returned in a timely manner.

4. After the parents are given the orientation of the different programs available for their children, the students are placed accordingly. Since the immersion program is most requested within the IS 125 school, our newcoming ELL's are for the most part placed into a Free standing ESL program. Any parent who requests the Transitional Bilingual program is referred to a neighboring school which has the program available. A record is kept of the parents who request that program and the language requested and once the number of students reaches 15, the Transitional Bilingual program will be available for the child.

5. Trends within the IS 125 building show that the Free Standing ESL program is the most requested. Parents make it known that their students being immersed into the English language is far more beneficial to the academic success than any of the other programs. This year, there were no parents who requested the Transitional Bilingual program for their child.

6. Our ESL programs are determined every year around the parent requests. The trend for the past few years in the IS 125 building have been the request of the Free Standing ESL program, which is the only program available.

Part III: ELL Demographics

A. ELL Programs

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	307	Newcomers (ELLs receiving service 0-3 years)	137
SIFE	20	ELLs receiving service 4-6 years	104
		Special Education	22
		Long-Term (completed 6 years)	66

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
Dual Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
ESL	<input type="checkbox"/> 137	<input type="checkbox"/> 14	<input type="checkbox"/> 8	<input type="checkbox"/> 104	<input type="checkbox"/> 6	<input type="checkbox"/> 28	<input type="checkbox"/> 66	<input type="checkbox"/>	<input type="checkbox"/> 6	<input type="checkbox"/>	307
Total	<input type="checkbox"/> 137	<input type="checkbox"/> 14	<input type="checkbox"/> 8	<input type="checkbox"/> 104	<input type="checkbox"/> 6	<input type="checkbox"/> 28	<input type="checkbox"/> 66	<input type="checkbox"/> 0	<input type="checkbox"/> 6	<input type="checkbox"/>	307

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish						42	35	66	47					190
Chinese						1	1	5	3					10
Russian														0
Bengali						5	3	9	9					26
Urdu						1	1							2
Arabic						1	2							3
Haitian														0
French														0
Korean								1	2					3
Punjabi								1						1
Polish														0
Albanian						1								1
Other						12	6	30	23					71
TOTAL	0	0	0	0	0	63	48	112	84	0	0	0	0	307

Part IV: ELL Programming

A. Programming and Scheduling Information

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.

Paste response to questions 1-4 here

1. We use the push in co-teaching model of instruction. Each proficiency level is homogeneously grouped; for example, all the beginners, intermediate and advanced are grouped together on each grade level (5-8). For the beginner classes in the 6th, 7th and 8th grades, there is a self-contained setting, where a licensed ESL teacher will be the classroom teacher. All subjects, except for math, will be taught to the self-contained classes by the ESL teacher. For the intermediate and advanced ESL classes, one certified ESL teacher will be assigned to follow a class through the content, throughout the instructional day.
2. The ESL program consists of 9 classes and 10 licensed ESL teachers. 3 ESL teachers are designated to the self-contained beginner classes, 1 ESL teacher is designated to all of the SPED/ESL students in the building, and the other 6 ESL teachers are designated to an intermediate or advanced ESL class. All ESL classes (B,I and A), receive between 4-5 periods (180-225 minutes) a day of ESL services from a certified ESL teacher. Subsequently, each class receives 6 periods of ELA with the ELA content teacher, alongside the ESL support teacher.
3. The content areas are co-taught between a content specialty teacher and an ESL certified teacher. Where the content teacher teaches the content special material, the ESL teacher is there as a language support. ESL teachers provide images, graphic organizers, student friendly definitions to unknown words to support the understanding of all content. Juicy sentences are unpacked throughout the content areas in order for students to better understand the uses of the English language within non-fiction texts.
4. The effective implementation of differentiation of instruction is required by the ESL teacher throughout the content, regardless of the subgroup. For all subgroups, the following differentiation strategies are being implemented: graphic organizers, visual images, foldables, use of highlighters, workstations, technology, vocabulary building using games and mapping.

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

5. 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Paste response to questions 5-14 here

5. Each ESL class receives one period a day of academic intervention services (AIS). This AIS class is designed to reinforce math and ELA skills that our ESL students struggle with. The four modalities of the English Language are also reinforced during this period to support the NYSESLAT assessment. Also, all ESL students within the building are mandated to come to extended day, which is from 8:00 am to 8:30 am, Monday through Friday, where math and ELA skills are also reinforced. Furthermore, a Saturday Academy has been set up, where the majority of the ESL students in our building have opted to attend. This is also a reinforcement of math and ELA skills.

6. The four modalities (reading, writing, listening and speaking) are key concepts that are reinforced throughout the instructional day in all the content areas. By doing this, we are maximizing the success for ELL's who are working towards proficiency on the NYSESLAT.

7. A schoolwide goal of becoming better writers is currently in full effect, within our building. The unpacking of Juicy sentences, a strategy used during read alouds, is being implemented on all grade levels and in all content areas to support the goal of writing. This strategy exposes our students to the more difficult English language usage within complex texts. After the students are able to understand what they have read, they move closer to owning the language usage within their writing. Also, Tier II vocabulary building is another strategy being implemented within the building. The use of paint chips to show the shades of meaning and the implementation of a Word of the Week are two examples that are seen throughout the building.

8. None

9. ESL students are mandated to attend extended day from 8:00-8:30 Monday through Friday. They are serviced by a licensed ESL teacher. Students are given instruction in English and skills/content learned in any of the major content classes are reinforced. ESL students are also invited to attend the Saturday Program which runs from November through May. The program reinforces English and Math skills as well as prepares students for all modalities of the NYSESLAT.

10. Teachers of ESL classes use Smart Boards and Response Pads to allow students to interact with the lesson. All staff members have been trained in Juicy Sentence work as well as hands on activities from Bringing Words to Life by Isabel Beck to teach vocabulary to the students.

11. All students in ESL classes are taught in English.

12. All students who receive related services as well as ESL are placed appropriately in a SPED class and receives ESL services from a push in ESL teacher.

13. Summer school is offered to newly enrolled students and non mandated ELL students to prepare them for the upcoming school year.

14. ELL students do not have the option to learn a foreign language.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here 3

1. Professional Development takes place on every first and third Monday of each month, from 2:50-3:30. Professional Development sessions combine the ELA and ESL faculty so that all teachers are aware of current trends and expectations. All staff continues to be trained in ESL Methodologies, ESL Assessments, Shared Reading, Guided Reading, Guided Writing, Workstations, and Conferencing with Teacher Assessment Notebooks. Content area teachers 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.

2. Creating expository, informational, narrative, and argument writing pieces is a crucial gear of instruction this year. As per the common core state standards, these are vital pieces of writing our students will need to be proficient in, to be successful in the high school level. Subsequently, the use of more effective vocabulary within this writing is also being highly measured. Therefore, ongoing professional developments, focusing on the above, occur within our building.

3. Professional development training consists of:
building tier II vocabulary, writing process, juicy sentences, creating effective tasks and rubrics, promoting instructional conversation while reading and writing, making the co-teaching model work effectively, and the analysis of student work to effectively meet the needs of the students.

E. Parental Involvement

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

Paste response to questions 1-4 here

1-4. 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 are 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.

Part V: Assessment Analysis

A. Assessment Breakdown

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	9	10	11	12	TOTAL
Beginner(B)						3	5	14	9					31
Intermediate(I)						24	14	28	30					96
Advanced (A)						35	28	69	44					176
Total	0	0	0	0	0	62	47	111	83	0	0	0	0	303

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/SPEAKING	B						2	3	5					
	I						1	3	12	11				
	A						28	26	82	48				
	P						31	15	12	24				
READING/WRITING	B						3	15	14	9				
	I						24	13	28	30				
	A						31	24	45	32				
	P						4	5	24	12				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5	20	31	3		54
6	15	19	3		37
7	47	37	8		92
8	26	34	3		63
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5	13		36		12		1		62
6	10		24		13		1		48

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
7	24		53		29		4		110
8	10		23		24		4		61
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	11		23		24		4		62
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	20		5		20				45
8									0
NYSAA Bilingual Spe Ed									0

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

New York State Regents Exam				
Number of ELLs Taking Test		Number of ELLs Passing Test		
	English	Native Language	English	Native Language
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50percentile	Q3 51-75percentile	Q4 76-99percentile	Q1 1-25 percentile	Q2 26-50percentile	Q3 51-75percentile	Q4 76-99percentile
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 do 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?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

- We use the DRA and the Rigby ELL Assessment. Teachers look at fluency and comprehension as well as how students scored in each of the four modalities.
- Students are weak in the areas of listening and writing.
- Teachers use the data to drive instruction. All teachers read novels with the students and after each chapter students are required to respond to a task. At the end of each novel students are required to write an essay aligned to the CCSS. Teachers also use the chapters in the book to teach listening. Students are asked to listen as the teacher reads and to take notes. The notes are then used to respond to a question. After each novel students are asked to work on a group project. Part of the final grade requires students to present to the class.
- In ELA the overall proficiency rating is 2.23 and in Math it is 2.67. The advanced/intermediate students are testing better in ELA than Math. The overall growth percentile average for ELA is 50.2 and for Math 51.5

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		

	Coach		
	Guidance Counselor		
	Network Leader		
	Other		