



**Department of
Education**

Dennis M. Walcott, Chancellor



**2011-2012
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL NAME : ADRIEN BLOCK I.S. 25

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000) 25Q025

PRINCIPAL: MRS. MARYELLEN BEIRNE EMAIL: MBEIRNE@SCHOOLS.NYC.GOV

SUPERINTENDENT: DANIELLE DIMANGO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
MaryEllen Beirne	*Principal or Designee	
Catherine Mavrogeorgis	*UFT Chapter Leader or Designee	
Jackie Eng	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Lisa Athens	Member/Parent	
Sharon Chambers	Member/Parent	
Mara Gorel	Member/Parent	
Brent Wisun	Member/Parent	
Judy Collado	Member/Parent	
Cheryl Fried	Member/Teacher	
Leslie Shepperson	Member/Teacher	
Delisa Tapia	Member/Teacher	
Evan Weintraub	Member/Teacher	

<p>Annual Goal #1</p> <p>During the 2011-2012 school year, the school will focus on raising standards for our students' work in Mathematics through the use of diagnostic, formative, and summative assessments for every unit covered.</p>	
<p>Comprehensive needs assessment</p> <p>Mathematics is a continued focus for the 2011-2012 school year. We did not make AYP in Mathematics due to our Students With Disabilities performance on the State Math Examination. So, Mathematics will continue to be a school-wide focus. Our performance on the state Math exam in 2009-2010 was 74.0% of students attaining 3s and 4s and for the 2010-2011 school year it was 75.2%, showing a slight increase. We would like to see a greater increase in our students' scores for the 2011-2012 school year and we will do this through assessing students and addressing their needs throughout each Mathematics unit.</p>	
<p>Instructional Strategies/Activitites</p> <ul style="list-style-type: none"> • Increase student performance on the NYS Math exam for grades 6,7,8 • Ensure teachers follow the curriculum mapping incorporating the Common Core State Standards • Implement the pedagogical strategies in the monthly department meetings and during our common planning meetings and inquiry teams • Increase parent involvement in response to ongoing parent and student communication regarding academic progress through the use of Datacation • Provide tutoring programs to students (particular attention being given to the lowest one-third) in the beginning and at the end of the school day • For every unit of study, incorporate diagnostic assessments that would lead to student generated corrections with explanations, a detailed Item Skills Analysis, and Goals specific to the strengths and weaknesses found on the diagnostic. This would be followed by formative, and summative assessments • Program students to attend mandated extended day to improve their Math skills • Continue the implementation of manipulatives in the classroom • Encourage teachers to incorporate writing in their classes (i.e. math journals, narratives, reflections, etc.) • Increase the use of technology to supplement instruction and learning by utilizing technology periods programmed into student schedules • Use graphic organizers in helping students organize their notes • Utilize test review books in order to help students prepare in class for upcoming tests and regents exams • Periodic review of students' portfolios • Initiate interdisciplinary teacher groups across content areas • Increase articulation amongst the teachers of all grade levels via monthly department meetings • Provide additional Professional Development and mentoring for new teachers within the math department 	
<p>Strategies to increase parental involvement</p> <p>We will have parent workshops regarding Datacation/Skedula where parents can keep track of their student's progress in each subject area and can communicate with teachers. We will also hold workshops on using ARIS so that parents can become more aware of student performance on standardized assessments.</p>	

Strategies for attracting Highly Qualified Teachers (HQT)

Teachers will receive professional development in-house from the Math Lead Teacher and the Supervisor of the Mathematics Department regarding Common Core State Standards, Differentiation, Assessments and Curriculum Mapping. We will also attend hiring halls, job fairs and canvass incoming resumes for highly qualified teachers.

Service and program coordination

N/A

Budget and resources alignment

- Per session funds for teachers: \$1,700 allocated in providing per session instruction before and after school for test prep and other remediation opportunities for students.
- Approximately 40 hours
- **Per Session**
- \$1700- TL FSF Object Code 091
Quick Code 064344
- Professional Development- TL CFN Activity Code 0590

Annual Goal #2

To align the Common Core State Standards in Reading Informational Text with our curriculum maps in all content areas. This will be evidenced by an increase of 3% in the ELA scale scores.

Comprehensive needs assessment

ELA continues to be a focus for I.S. 25 during the 2011-2012 school year. We did not make AYP in ELA due to our performance with ELLs and SWDs. During the 2009-2010 school year, 60.2% of students received a 3 or 4 on the State ELA exam. During the 2010-2011 school year, 57.4% received a 3 or 4. We want to increase students' comprehension skills regarding informational text in order to see an increase in their performance across the content areas, as well as, on the State ELA exam.

Instructional strategies/activities

- Professional Development will be given in the areas of Common Core Standards in ELA by the Lead ELA teacher, the Assistant Principal of ELA and outside support from our network, CFN 208 to all content area teachers. Teachers will also attend outside professional development being offered by Network Specialists and the city.
- PD will be given throughout the school year during departmental meetings and faculty conferences on how to incorporate the standards into teaching practices and lesson plans.
- All teachers will engage in common planning two times per week focusing on both developing and implementing a reading curriculum, inquiry work that involves looking at student data to determine student weaknesses in reading comprehension.
- Using the Item Skills Analysis from the NYS ELA Exam and ACUITY Exams, teachers will determine which skills students are in most need of improving in and will align their lessons with the curriculum maps.
- We will use an in-house uniformed reading assessment (**Buckle Down**) in order to determine struggling students and students in need of enrichment.
- Common planning time will be scheduled twice per week for teachers to plan, collaborate and assess student progress.
- ACUITY exam results will serve as indicators of student progress.
- ACUITY will be given in November and again in March, as well as, a Predictive Exam in January.
- Teachers and students will participate in bi-monthly conferences to address student progress.
- Teachers will record student progress in Teacher Assessment Notebooks.
- Teachers will plan, assess and adjust instruction based on the differentiated needs of the student.
- Teachers will also use results from in-house pre, mid and post tests as an indicator.

Strategies to increase parental involvement

We will have parent workshops regarding Datacation/Skedula where parents can keep track of their student's progress in each subject area and can communicate with teachers. We will also hold workshops on using Datacation and ARIS so that parents can become more aware of student performance on standardized assessments. Workshops will be held regarding the Common Core State Standards as well.

Strategies for attracting Highly Qualified Teachers (HQT)

Teachers will receive professional development in-house from the ELA Lead Teacher and the Supervisor of the ELA Department regarding aligning the Common Core State Standards with our Curriculum Maps and Differentiated Instruction. We will also attend hiring halls, job fairs and canvass incoming resumes for highly qualified teachers.

Service and program coordination

N/A

Budget and resources alignment

- Per session funds for teachers: \$1,700 allocated in providing per session instruction before and after school for test prep and other remediation opportunities for students.
- Approximately 40 hours

- **Per Session** \$1700-

TL FSF Object Code 091
Quick Code 064344

- **Professional Development** \$1200-

TL CFN Activity Code 0590
Quick Code 024116

OTPS

TL FSF Quick Code 054559
Title III LEP Quick Code 023610

Annual Goal #3

To continue to incorporate high quality writing in all content areas that specifically addresses the new Common Core State Standards in Writing and with a focus on Argument Writing. This will be evidenced by an increase of 3% in the ELA and Science scale scores.

Comprehensive needs assessment

ELA continues to be a focus for I.S. 25 during the 2011-2012 school year. We did not make AYP in ELA due to our performance with ELLs and SWDs. During the 2009-2010 school year, 60.2% of students received a 3 or 4 on the State ELA exam. During the 2010-2011 school year, 57.4% received a 3 or 4. Last year, we aligned the CCSS with a piece of informational writing and this year we will continue with that by incorporating an argumentative piece. This will improve students writing skills in the content areas, as well as, prepare them for the State ELA exam.

Instructional strategies/activities

- All teachers will engage in common planning two times per week focusing on implementing a writing curriculum, inquiry work that involves looking at student work and developing writing benchmarks that enable school leaders to measure progress towards interim and long-term goals.
- THE CCSS Leadership team will provide ongoing support and feedback on the school wide writing initiative.
- Professional development will be offered in the understanding and implementation of the new CCSS.
- A uniform initial writing assessment will be given in October 2010 and graded based upon a common standard writing rubric. The results of the writing assessment will allow teachers to identify two subgroups: struggling writers in need of support and students in need of enrichment. Teachers will structure lessons to accommodate the differentiated needs and abilities of the students.

Strategies to increase parental involvement

We will have parent workshops regarding Datacaton/Skedula where parents can keep track of their student's progress in each subject area and can communicate with teachers. We will also hold workshops on using ARIS so that parents can become more aware of student performance on standardized assessments. Common Core State Standards Workshops will be held as well.

Strategies for attracting Highly Qualified Teachers (HQT)

Teachers will receive professional development in-house from the ELA Lead Teacher and the Supervisor of the ELA Department regarding aligning the Common Core State Standards with our Writing Curriculum, Differentiating Instruction and Curriculum Mapping. We will also attend hiring halls, job fairs and canvass incoming resumes for highly qualified teachers.

Service and program coordination**Budget and resources alignment**

- In-house Professional Development
- Workshops to share instructional strategies for Common Core State Standards in Writing
- \$4,500 for Paid Coverages/Substitutes

- **Professional Development** \$1200-

TL CFN Activity Code 0590
Quick Code 024116

OTPS

TL FSF Quick Code 054559
Title III LEP Quick Code 023610

TL Temporary Short Fall Object Code 031
Quick Code 054302

Annual Goal #4

By June 2012, there will be a 3% increase in the percentage of ELLs and SWDs approaching standards or higher in ELA as measured by the New York State ELA Exam.

Comprehensive needs assessment

.ELA continues to be a focus for I.S. 25 during the 2011-2012 school year. We did not make AYP in ELA due to our performance with ELLs and SWDs. During the 2009-2010 school year, 60.2% of students received a 3 or 4 on the State ELA exam. During the 2010-2011 school year, 57.4% received a 3 or 4. ELL students are receiving push-in ELL services in all content areas, as well as, pull out services for the beginner students. SWDs are also receiving push-in services in the content areas. We are infusing writing and reading comprehension across the curriculum in an effort to move our ELL and SWD students forward.

Instructional Strategies/Activities

- Revise one ELA/SS/Science unit of study that is aligned with the Common Core State Standards with scaffolds for ELLs and SWDs.
- Teachers will continue to meet as teacher teams and use data to differentiate instruction.
- Achieve 3000, a web-based differentiated instruction plan proven to accelerate reading comprehension, vocabulary, writing proficiency and performance on state tests will be used with all of our ELLs and SWDs.
- All teachers of ELLs and SWDs will be offered PD on the use of interim assessments as a tool for monitoring progress and revising curriculum to meet the needs of their students; the use of rubrics with the language of the standards to provide specific feedback to students regarding their work.
- Use of student data to plan and set goals and further development of inquiry as teams of teachers.
- ELL and SWD teachers will meet with subject area teachers to assist them with modifying and implementing their curriculum.
- Our CFN SWD and ELL specialists will work with our ELL and SWD teachers to assist them with modifying our reading and writing curriculum for our ELLs and SWDs.
- Mid-term assessment in January will include a writing selection and data will be analyzed against initial writing assignment given in September.
- Teachers will plan, assess, and adjust instruction based on the differentiated needs of the student.
- Responses to literature, projects, classroom posters, charts, journals, and daily homework assignments will serve as indicators of student progress.
- Acuity ITA exams will be given in November (Realistic Fiction and Poetry) and March (Informational Texts, Biographies, Historical Documents and Procedural Text) as well as a Predictive exam in January.

Strategies to increase parental involvement

We will have parent workshops regarding Datacation/Skedula where parents can keep track of their student's progress in each subject area and can communicate with teachers. We will also hold workshops on using ARIS so that parents can become more aware of student performance on standardized assessments.

Strategies for attracting Highly Qualified Teachers (HQT)

Teachers will receive professional development in-house from the ELA Lead Teacher and the Supervisor of the ELA Department regarding incorporating the Common Core State Standards, Differentiating Instruction and Curriculum Mapping. We will also attend hiring halls, job fairs and canvass incoming resumes for highly qualified teachers.

Service and program coordination

N/A

Budget and resources alignment

- Educational software, "Achieve 3000" for 250 licenses including ELLs and SWDs
- \$10,000 allocated
- Educational Software Fund Source-Title III LEP 2
Title III LEP Quick Code 023610
Object Code 199

Annual Goal #5

By June 2012, all Inquiry Teams will be involved in a cycle where the teachers are analyzing/assessing student work, and based on that analysis, design joint lessons that use evidence-based strategies targeted for specific populations.

Comprehensive needs assessment

Based on the 2010-2011 NY State School Report Card, the 2009 Quality Review, the Progress Report and the Learning Survey, we discovered the following information:

- ❖ I.S. 25 did not make AYP for the Limited English Proficient students for 2010-2011 (2010-2011 NY State School Report Card)
- ❖ From 2009-2011, the school's performance over time went from 45% to 42%.
- ❖ We scored 6.7 on communication (6.7) (Learning Survey)
- ❖ The 2009 Quality Review stated the following information:
 - (1) There is still work to be done to adequately monitor progress towards benchmarks and interim goals, so that the school can achieve interventions and midstream instructional changes in a timely manner.
 - (2) The school has not yet fully embedded these practices to systemically collate and track data to inform areas of mastery and the next steps for learning and instruction.
 - (3) Teachers' ability to fully integrate ongoing formative data into their regular practice varies. This limits the school's ability to address the special needs of its sub groups, particularly English language learners.

There was a need for all of the teachers to engage in discussions about their teaching and the students' learning in the classroom. The teachers meet by department and grade level once a week for forty-five minutes and once a week on Thursdays for 37.5 minutes to look at different kinds of data that will drive instruction. The Assistant Principal of Collaborative Inquiry meets with all the staff members to deliver the network's collaborative inquiry information. During this time, the teachers engage in an intellectual discourse about various articles relevant (i.e. Nancy Love's Using Data to Improve Learning for All, Ellin Oliver Keene's To Understand, Charlotte Danielson's Enhancing Professional Practice: A Framework for Teaching and other brain research articles) to the their teaching and the students' learning, use protocols relevant to the tasks, look at student work(s), align their lesson plans with the Common Core State Standards and use curriculum mapping in designing their lessons.

Measurable Objectives

- Teachers will create common class/grade assessments to establish common goals and lesson plans.
- Teachers and administrators will use informal/formal and formative/summative assessments to measure students' progress
- Teachers will use hard and soft data to drive instruction and plan Common Core State Standard lessons
- Schedule weekly data days so that teachers can analyze current data from formative/summative assessments.
- Create data boards to track what teachers need to improve on a daily basis.

- Professional development will target the needs of teachers in implementation of analyzing current data and using the data to modify daily instruction
- Teachers across the curriculum will have weekly common planning periods and weekly Inquiry Team meetings

Action Plan

- Prompt pre and post observation conferences dialogues by using data to identify teacher’s long and short term instructional goals
- Teachers will convene regularly to implement planning of interdisciplinary projects across the content areas
- Collegial planning across the content areas will result in development of thematic units of instruction
- Professional development sessions will be conducted by administrators, lead teachers and other identified members of the staff based on level of expertise and teacher needs
- Workshops will be conducted vis-a-vis department conferences, faculty conferences, lunch and learns, and ICI workshop opportunities
- Conduct and schedule coaching and mentoring sessions for all staff to enhance best teaching practices
- Lead teachers of English and Math will model best teaching practices for all staff members for the purpose of reinforcing essential ELA and math concepts and skills
- Conduct weekly PPC/AIS meetings to determine next steps and measurable goals for identified students
- Administrators and key personnel continue to turnkey ICI initiatives to staff
- Summative and formative assessments
- Formal/informal observations
- Quarterly progress report cards, report cards
- Students’ work (i.e. portfolios, journals, etc.)
- Attendance at ICI professional development courses
- Teacher feedback surveys from workshops

Strategies to increase parental involvement

We will have parent workshops regarding Datacation/Skedula where parents can keep track of their student’s progress in each subject area and can communicate with teachers. We will also hold workshops on using ARIS so that parents can become more aware of student performance on standardized assessments.

Strategies for attracting Highly Qualified Teachers (HQT)

Teachers will receive professional development in-house from the Supervisor of Inquiry and from our Network Specialists. We will also attend hiring halls, job fairs and canvass incoming resumes for highly qualified teachers.

Service and program coordination

N/A

Budget and resources alignment

- Allocated tax levy funds for Inquiry Teams: \$3,000 for Data Specialist
- Transfer Incentive Fund- Quick Code 054117
Object Code 091

ARRA RTT

- Parent Workshops: \$500.00

OTPS

TL Parent Coordinator- Object Code 100
Quick Code 014805

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.
- 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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- 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.

	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								
6	94	94	N/A	N/A	30			
7	124	124	N/A	N/A	30			
8	134	134	134	N/A	30			
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method of delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	Students use the Buckle Down workbooks which address various skill sets for ELA on all three grade levels (6, 7, 8). This is used during the mandated extended day program with small group instruction.
Mathematics	Students use the New York State Coach workbook on each grade level (6, 7, 8) for work on testing strategies, skill sets and success strategies. This is used during our extended day program with small group instruction.
Science	8 th Grade students use the Glencoe New York State Science Grade 8 Textbook in order to prepare for the 8 th Grade Science Exam during the regular school day.
Social Studies	N/A
At-risk Services provided by the Guidance Counselor	Counselors provide at-risk services such as: individual counseling, group counseling, mediation, recommendations for outside counseling services and academic counseling during the regular school day.
At-risk Services provided by the School Psychologist	Our two counselors provide our at risk students with counseling. These sessions are provided on as need basis and sessions continue according to needs.
At-risk Services provided by the Social Worker	Our school psychologist provides our at risk students with counseling. These sessions are provided on as need basis and sessions continue according to needs.
At-risk Health-related Services	Our Social Worker provides our at risk students with counseling. These sessions are provided on as need basis and sessions continue according to needs.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 25Q025 **School Name:** Adrien Block Middle School 25

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

ELA continues to be a focus for 25Q025 during the 2011-2012 school year. We did not make AYP in ELA due to our performance with ELL's and Student's with Disabilities (SWD's). During the 2009-2010 school year, 60.2% of the students received a 3 or 4 on the State ELA exam. During the 2010-2011 school year, 57.4% received a 3 or 4. ELL students are receiving push-in ELL services in all content areas, as well as pull out services for the beginner students. SWD's are also receiving push-in services in the content areas. We are infusing writing and reading comprehension across the curriculum in an effort to move our ELL and SWD students forward.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

25Q025 has purchased 250 user licenses from Achieve 3000. Achieve 3000 is a web-based differentiated instruction plan proven to accelerate reading comprehension, vocabulary, writing proficiency and performance on state tests.

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Daniel Purus	District 25	Borough Queens	School Number 025
School Name Adrien Block			

B. Language Allocation Policy Team Composition [?](#)

Principal Mary Ellen Beirne	Assistant Principal Nancy DePoalo
Coach Donna Ituarte	Coach Delisa Tapia
ESL Teacher Anli Koo	Guidance Counselor Rosanna Perez
Teacher/Subject Area Ji Eun Lee/ESL	Parent Yunah Shin
Teacher/Subject Area Evan Weintraub/SS	Parent Coordinator Jaclyn Trotter
Related Service Provider Sharon Perlson/Special Ed.	Other Irene Cacanando Zimmet A.P.
Network Leader Daniel Purus	Other Jordan Fitzgerald A.P.

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	2	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	2
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	851	Total Number of ELLs	49	ELLs as share of total student population (%)	5.76%
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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. 

1. At registration, parents/guardians of students who are new to the school and new to the New York City school system are given an HLIS (Home Language Identification Survey) to complete. The Pupil Accounting Secretary, before completing registration, notifies the licensed ESL Coordinator/Teacher to explain how to complete the survey and informally screen the parents/guardians. When needed, a translator joins the interview team and translates versions of the survey. Different translations of the survey are available as well. Based on this survey the students may qualify for testing on the LAB-R. Within ten days, the Lab-R is administered. If, based on this test the students qualify for ESL services, they are then placed in the appropriate ESL program (beginner, intermediate, advanced). Once in the program, students are assessed annually with the NYSESLAT (New York State English as a Second Language Achievement Test) to measure their progress until they exit the program.

2. Each September and periodically (3x) throughout the school year, the ESL Department holds orientation for the parents of entitled students. Invitations are sent out to parents, in their home languages, along with entitlement letters and parent surveys. At the orientation, we thoroughly explain the three options available (Transitional Bilingual, Dual Language, and Freestanding English as a Second Language). To ensure clear communication, translators are at hand, and the video is shown in the parents' home languages. Parents have a choice, once again, to choose the program they prefer for their child. These orientations are held frequently so that parents can make timely decisions for their children. Parents of students that register after the initial orientation are given the opportunity to see the video in their native language before filling out the Program Selection forms. Several members of the faculty participate in this orientation. The Principal, Assistant Principals, the Parent Coordinator, Guidance Counselors and two ELL teachers all take part in our orientation, welcoming these parents to our school community. The parent coordinator explains how they can participate in our PTA and also provides them with her direct phone number should they have any questions. Guidance counselors are invited to speak to our 8th grade ELL parents specifically to discuss the high school application process. Once again, translations of the applications and the directories are provided.

3. Entitlement letters, Parent Surveys and Program Selection forms in English and/or translated versions are all distributed immediately to students in envelopes to bring home to parents. The ESL Coordinator keeps records of who returns forms and reaches out to parents for completed forms. Parents are encouraged to select the option of their choice. For those students whose forms are not returned, the default program is Transitional Bilingual Education. Our ESL Coordinator maintains records of the Program Selection Forms, Parent Surveys and Entitlement Letters in a binder in the ESL Office.

4. We encourage each parent to select his option honestly, even if his choice is not available at our school. If enough parents request a same program on contiguous grade levels, I.S. 25 will provide it. Of course, all this is communicated to the parent through our translators.

5. Historically at I. S. 25, parents have overwhelmingly selected our Freestanding ESL option. This year out of 49 students, 32 chose ESL 14 chose Bilingual Education and 1 chose Regular Transitional. Also, two ELL students this year are Special Education Students

so therefore, their options are limited. Last year, out of 57 students, 34 selected Freestanding ESL, 21 requested a bilingual program but not on a contiguous grade level, and 2 did not return the survey. In 2009, out of 48 students, 33 selected Freestanding ESL, 9 requested a bilingual program, and 6 did not return the survey.

6. As you can see, a majority of I.S. 25 parents have selected our Freestanding ESL program. Although requests for bilingual education programs have come in, there were not enough requests to warrant the creation of such a program at this school.

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In							13	24	12					49
Total	0	0	0	0	0	0	13	24	12	0	0	0	0	49

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	49	Newcomers (ELLs receiving service 0-3 years)	46	Special Education	2
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	0

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		
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	Total
TBE										0
Dual Language										0
ESL	46		2	3		0	0		0	49
Total	46	0	2	3	0	0	0	0	0	49

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	
	EL	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								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	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:	Other:
Native American: ____	White (Non-Hispanic/Latino): ____

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							4	2	2					8
Chinese							2	10	4					16
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean							5	5	3					13
Punjabi														0
Polish														0
Albanian								1						1
Other							2	6	3					11
TOTAL	0	0	0	0	0	0	13	24	12	0	0	0	0	49

Part IV: ELL Programming

A. Programming and Scheduling Information

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. I.S. 25 offers Freestanding ESL. Most of our program follows the push-in model, while we still have additional pull-out classes for Beginners. During the push-in sessions, ESL teachers work with classroom teachers to support the ELL population and review language structures critical for student comprehension. During the pull-out sessions, we provide scaffolding of the academic content, we review essential vocabulary and concepts, along with background information our students need. For our pull-out program students are grouped homogeneously. When we push-in to their regular classes, however, they are grouped heterogeneously. This year we have scheduled the ESL teachers to Push-In to as many ELA, Social Studies and Science classes as possible in order to support ELLs towards reaching the Common Core Literacy Standards and to help the ELLs succeed with our writing across the curriculum initiative.

2. Our students are provided the mandated number of instructional minutes. Two licensed ESL teachers deliver instruction. Beginner and Intermediate ESL students receive 360 minutes of service in ELA and ESL. Advanced students receive 360 minutes of instruction. This is in addition to their regular English program. ESL teachers also push into content area subjects where the ELL students are to offer support.

3. Since the Freestanding ESL program is the only model in our school, the 180/360 minutes are all provided with this model. In both push-in/pull-out classes, ESL strategies are incorporated in the lesson. Library books, textbooks and other materials are provided in native languages wherever possible. We have purchased high interest, low level materials that correspond to the curriculum covered in social studies and science. Houghton-Mifflin texts with E-Edition in seven languages have been purchased for social studies. Houghton-Mifflin Anthologies with E-Edition in seven languages have been purchased for ELA. Additionally, we have purchased libraries with fiction and non-fiction multi-level books to assist our ELL learners.

4. SIFE students need special monitoring in addition to the basic program that all ELLs receive. We target them through our extended day program and our SOS (Save our Student) program and the use of special programs such as Achieve 3000. The plan we follow for ELLs who have been here in the U.S. less than three years is similar to those who are in SIFE. The ELL Periodic Assessment helps inform our instruction. Once the student is here a year, they take the ELA examination in late Spring. The annual ELA results, along with the frequent Acuity tests, help us target specific skills that the students need. This is true for the newly arrived, those that are here 4-6 years, and our long term ELLs. NYSESLAT workbooks and ELA workbooks specially geared toward preparing students for these exams are utilized. Achieve 3000 complements our program. The students who have special needs have IEPs. Our instructions follow the guidelines suggested in their Individualized Education Plan.

A. Programming and Scheduling Information

5 and 6. Instruction is differentiated for ELLs in each of their content area subjects. We use a variety of methodologies in content area classrooms to address ELLs specifically. Vocabulary is selected in accordance to the subject area being taught and with consideration for each child's level of English proficiency. Teachers focus on high frequency academic words, high use words based on the content taught, big idea words, and using visual representations. Another consideration used for differentiation with ELLs is scaffolding of lessons. Teachers model for students, draw on students' prior knowledge, use visualization strategies and graphic organizers. Native language support is given by the use of electronic glossaries and supplying various ELA and SS texts in native languages.

7. ESL students are mainstreamed in every subject area and they are provided support by differentiated instruction, as well as, having push-in ESL teachers to work with them in their various subject areas. This provides for the least restrictive learning environment for ELLs.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				
Foreign Language (Spanish)	8 th Grade ELLs, 5 times per wk			

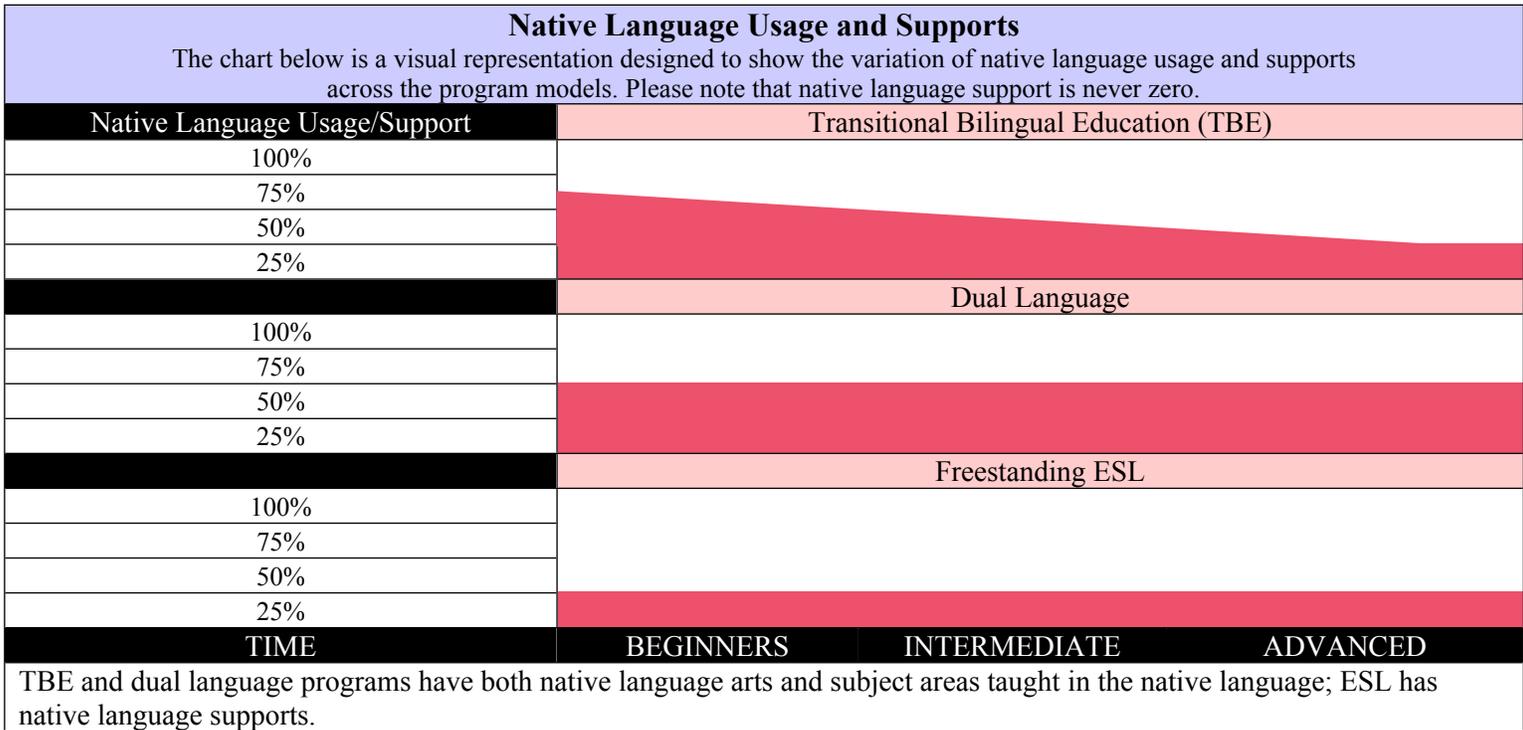
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week

FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day
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B. Programming and Scheduling Information--Continued

8. 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.
 9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
 10. What new programs or improvements will be considered for the upcoming school year?
 11. What programs/services for ELLs will be discontinued and why?
 12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
 13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
 14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
 15. Do required services support, and resources correspond to ELLs' ages and grade levels?
 16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
 17. What language electives are offered to ELLs?
8. This year we will continue to use Achieve 3000 for all our ELL students. Achieve 3000 is a web-based differentiated instruction plan proven to accelerate reading comprehension, vocabulary, writing proficiency and performance on state tests. Our newly arrived ELL students meet with the ESL teachers 3 days a week after school for additional English instruction, in addition to the 8 periods a week of ELA instruction. Newcomers are also provided with electronic glossaries for use in all subject areas. They also receive instruction using Achieve 3000 to improve their vocabulary and comprehension skills. Our ELLs that have been here between 4 and 6 years are also offered an after-school instruction. All of our ELL students are offered after school classes three days a week. Classes are sometimes split between two subject areas depending upon the needs of the individual child. Our special needs students meet with a Special Education Teacher for additional instruction three periods a week, in addition to the 8 periods of ELA instruction a week. Students in the 8th grade take Spanish class 4 periods a week. Our 7th grade SP classes are taking Spanish also. All ELL students have access to every program that is offered before and after school. The programs include fitness, flag football, cheerleading and test preparation classes.
9. In order to support ELLs that have reached proficiency on the NYSESLAT, we continue to offer after-school additional English instruction and Math instruction to prepare for the New York State ELA and Math Exams.

B. Programming and Scheduling Information--Continued

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

8. This year we will continue to use Achieve 3000 for all our ELL students. Achieve 3000 is a web-based differentiated instruction plan proven to accelerate reading comprehension, vocabulary, writing proficiency and performance on state tests. Our newly arrived ELL students meet with the ESL teachers 3 days a week after school for additional English instruction, in addition to the 8 periods a week of ELA instruction. Newcomers are also provided with electronic glossaries for use in all subject areas. They also receive instruction using Achieve 3000 to improve their vocabulary and comprehension skills. Our ELLs that have been here between 4 and 6 years are also offered an after-school instruction. All of our ELL students are offered after school classes three days a week. Classes are sometimes split between two subject areas depending upon the needs of the individual child. Our special needs students meet with a Special Education Teacher for additional instruction three periods a week, in addition to the 8 periods of ELA instruction a week. Students in the 8th grade take Spanish class 4 periods a week. Our 7th grade SP classes are taking Spanish also. All ELL students have access to every program that is offered before and after school. The programs include fitness, flag football, cheerleading and test preparation classes.

9. In order to support ELLs that have reached proficiency on the NYSESLAT, we continue to offer after-school additional English instruction and Math instruction to prepare for the New York State ELA and Math Exams.

10. We will continue to use Achieve 3000 this year and we will also provide electronic glossaries for ELLs to assist them in all subject areas.

11. We are not planning on discontinuing any programs for this school year.

12. All ELLs are able to choose a talent that they wish to participate in. We offer Dance, Chorus, Band and Keyboarding. We will have an after-school program that offers classes such as Drama, Soccer, Basketball, Volleyball and Fitness.

13. In order to support ELLs using technology, we will be using Achieve 3000, electronic glossaries and ELL students also have Computer Technology classes.

14 and 15. Native language support includes use of translators when necessary, classroom libraries that include books in native languages and the electronic glossaries. We also have selected texts available in the students' native language. These resources correspond to the ELL's ages and grade levels.

16. We do not offer any at this time.

17. ELLS in the 8th grade are offered a foreign language, Spanish.

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)?

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.

1. ESL teachers have attended and continue to attend professional development seminars to help deliver better services more efficiently to the ELLs. Much of the professional development has covered the theoretical and practical aspects of bringing academic language to our ELLs. Some professional development targeted "Best Practices" with our ELLs. They have also attended professional development focused on Common Core State Standards and continue to do so. Some Professional Development planned for this year and attended by select teachers include: Enhancing English Learning: Connecting Communities Through Collaborations, Enhancing English Learning by Connecting CCS Through the Arts, Write from the Start: Effective Techniques for Beginner ELL Writers, ELLs in Mainstream Classes and Co-Teaching-Uniting ESL Teachers, Content Teachers and ELLs. The teachers that attend these PDs then turnkey the information to the rest of the staff including subject area teachers and Special Education teachers.

2. Our guidance counselors work with our ELL students who are transitioning from elementary to middle school and who will be transitioning from middle school to high school. The teachers also assist in this process. Teachers know that ELL teachers are there to support them and their students' needs.

3. The AP of the ESL Department will also offer PD on supporting ELLs during monthly department meetings and on professional development days. The above mentioned trainings and the PD offered by the AP will cover the 7.5 hours of training for our staff.

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?

1. We offer 3-4 meetings a year for our ELL parents. We had our first orientation meeting on September 28, 2011. There were approximately 10 families represented at the meeting. We provided translators in four languages. We offer email addresses to the parents and always involve our Parent Coordinator, Ms. Trotter in all activities for the parents of ELL students. We offer translators, as often as possible, at our monthly PTA meetings. We also provide parent trainings regarding Datacatation and ARIS. ELL parents are encouraged to participate in monthly PTA meetings and are welcome to serve on the School Leadership Team.

2. We currently do not partner with any other agencies or Community Based Organizations to provide workshops for ELLs.

3. We evaluate the needs of the parents through the Parent Survey, conversations and conferences with parents and with our Parent Coordinator.

4. All of our parent involvement activities are geared towards assisting and supporting parents in supporting their children. Parents were unsure of the expectations teachers had for their children, therefore, we had an Open School Night for parents to meet with teachers and discuss expectations. Parents had difficulties with Datacatation and therefore we addressed this need by providing parent workshops.

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	4					12
Intermediate(I)							6	7	4					17
Advanced (A)							4	12	4					20
Total	0	0	0	0	0	0	13	24	12	0	0	0	0	49

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							3	1	0				
	I							2	7	5				
	A							3	9	5				
	P							1	0	1				
READING/ WRITING	B							4	3	4				
	I							4	6	3				
	A							1	5	3				
	P							0	3	1				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	3	2	0	0	5
7	5	6	1	0	12
8	5	3	1	0	9
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									0
6	2		2		5		0		9
7	0		3		7		5		15
8	0		4		4		3		11
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									0
8	9		6		6		1		22
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				
Integrated Algebra	1		1	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	1		1	
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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?

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

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Maryellen Beirne	Principal		10/25/11
Nancy DePoalo	Assistant Principal		10/25/11
Jaclyn Trotter	Parent Coordinator		10/25/11
Anli Koo	ESL Teacher		10/25/11
Yunah Shin	Parent		10/25/11
Evan Weintraub/SS	Teacher/Subject Area		10/25/11
Ji Eun Lee/ESL	Teacher/Subject Area		10/25/11
Donna Ituarte	Coach		10/25/11
Delisa Ituarte	Coach		10/25/11
Rosanna Perez	Guidance Counselor		10/25/11
Daniel Purus	Network Leader		10/25/11
Irene Cacanando-Zimmit	Other <u>AP</u>		10/25/11
Jordan Fitzgerald	Other <u>AP</u>		10/25/11
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **25Q025** School Name: **Adrien Block I.S. 25**

Cluster: **2** Network: **208**

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.

An assessment of I.S. 25's written and oral translation needs was done using the Language Preference Survey provided by the Department of Education. This survey contains several translations and is sent home with students. The participants of the survey included all students: English Language Learners, Special Education and General Education students.

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

It was determined that translations services are needed for the following languages:

- Korean
- Spanish
- Chinese
- Mandarin
- Pashto
- Albanian
- Portuguese
- Urdu
- Farsi
- Polish
- Arabic
- Vietnamese

- Punjabi
- Greek

We also have two households in which a parent is deaf.

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.

Any written materials that go home to parents will be translated in the identified languages using the Department of Education's Translation and Interpretation Unit. The necessary documents are e-mailed to the translation services unit in a timely fashion and then those documents are given to students to give to parents. We use this written translation service for communication regarding:

- upcoming school activities
- high school selection process
- graduation and/or promotional requirements
- student performance
- Parent-Teacher Conferences

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.

We offer over-the-phone translation services provided by the Translation and Interpretation Unit. This is utilized during parent-teacher conferences, during PTA meetings, IEP meetings and on an as needed basis. We also utilize in-house translators from our staff.

For the students whose parents are deaf, we utilize the Sign Language Interpreter Request Form from the office of Interpreting Services for these parents. This provides them with an interpreter for the above mentioned activities.

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>.

Translation services are provided and documents prepared in accordance with Section VII of Chancellor's Regulations A-663. During the 2011-2012 school year, these services will continue and additional services will be provided to parents of English Language Learners. We plan to fulfill this requirement by providing the parents with translations both orally and written. Parents will be involved during workshops and meetings. They will be offered parent training and will also be included in all school activities.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Adrien Block I.S. 25	DBN: 25Q025
Cluster Leader: Daniel Purus	Network Leader: Daniel Purus
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="radio"/> Before school <input type="radio"/> After school <input type="radio"/> Saturday academy <input checked="" type="radio"/> Other:
Total # of ELLs to be served: 49 Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12
Total # of teachers in this program: 7 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 5

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

Based on our designation as a SINI school due to our failure to meet AYP with ELLs in ELA, we have established a Saturday ELL's Academy. This Academy addresses the needs of current and former ELLs in the area of ELA. The ELL's Academy takes place on Saturdays (January 7, 2012-March 31, 2012). The Saturdays that the program meets are as follows: January 7, 2012, January 14, 2012, January 21, 2012, January 28, 2012, February 4, 2012, February 25, 2012, March 3, 2012, March 10, 2012, March 24, 2012 and March 31, 2012.

Each Saturday consists of 3.5 hours of instruction. The program is broken up into three sections. During one section, teachers focus on improving students' reading and writing skills. During the second section, students focus on speaking and listening skills and during the final section, students participate in the Achieve 3000 program described below. The ESL teacher works with 6 other ELA teachers in designing the program that best meets the needs of the beginner, intermediate, and advanced students.

The Achieve 3000 computer program is a web-based differentiated instruction plan proven to accelerate reading comprehension, vocabulary, writing proficiency and performance on state tests. Teachers assign articles based on each student's level to help improve reading comprehension, listening, vocabulary and writing proficiency on the state ELA test and the NYSESLAT. Before assigning exercises on Achieve 3000, teachers focus on each student's weaknesses using specialized handouts that review summarization, cause and effect, compare and contrast and other concepts designed to assist students as they progress towards reading and writing proficiency. When students have a sufficient understanding of their assigned articles, they continue to work on similar tasks on Achieve 3000. While the students are working on the system, teachers check each student's written answers and work with them to help with their specific needs. Teachers then evaluate the students' performance based on data collected by Achieve 3000 to reassess and plan their upcoming lessons.

In order to support ELLs that have reached proficiency on the NYSESLAT, we continue to offer after-school additional English instruction and Math instruction to prepare for the New York State ELA and Math exams.

In addition to the Saturday ELLs Academy and after school help, all ELL students have access to every program that is offered before and after school. These programs include: basketball, calligraphy, writing script, art, drama, theater games, flag football, fitness, newspaper and community service.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: ESL teachers have attended and continue to attend professional development seminars to help deliver better services more efficiently to the ELLs. Much of the professional development has covered the theoretical and practical aspects of bringing academic language to our ELLs. Some professional development targeted "Best Practices" with our ELLs. They have also attended professional development focused on Common Core State Standards and continue to do so. Some Professional Development planned for this year and attended by select teachers and administrators include: New York State TESOL Conference (10/28/11), 2012 Scholastic Leadership Conference (3/22/12), ongoing Professional Development addressing differentiation for ELLs through the Center for Integrated Teacher Education and Demystifying ELL Data Training Series (March 16 and 19), as well as, ELL professional development provided by our CFN Network. Teachers have also received Professional Development on the Achieve 3000 computer program. The teachers that attend these PDs then turnkey the information to the rest of the staff including subject area teachers that they work with in a push-in capacity and Special Education teachers during weekly common planning periods and during weekly inquiry team meetings.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

We offer 3-4 meetings a year for our ELL parents. We had our first orientation meeting on September 28, 2011. There were approximately 10 families represented at the meeting. We provided translators in four languages. We offer email addresses to the parents and always involve our Parent Coordinator, Ms. Trotter, in all activities for the parents of ELL students. We offer translators, as often as possible, at our monthly PTA meetings. We also provide parent trainings regarding Datacation and ARIS. ELL parents are encouraged to participate in monthly PTA meetings and are welcome to serve on the School Leadership Team. We are currently at the beginning stages of our partnership with the Childcenter of New York's Asian Outreach Program. This program is licensed by the New York State Office of Alcoholism and Substance Abuse (OASAS). This program provides maximum outpatient support and

Part D: Parental Engagement Activities

treatment including assessment, individual and family counseling for Asian community members suffering from alcohol and drug abuse and their significant others. The program also provides: Individual and Family Counseling, Child and Adolescent Academic Problems, Mental Health Disorders, Depression and Social Isolation, Stress Management, Medication Management and Crisis Intervention. We evaluate the needs of the parents through conversations and conferences with parents and with our Parent Coordinator and our Guidance Counselors. All of our parent involvement activities are geared towards assisting and supporting parents in supporting their children. Parents were unsure of the expectations teachers had for their children, therefore, we had an Open School Night for parents to meet with teachers and discuss expectations. Parents had difficulties with Datacation and we addressed this need by providing parent workshops. In order for students to take full advantage of the Achieve 3000 program, we have offered a parent workshop on the program in order for parents to be familiar with its use at home. Our parent coordinator, offers parent workshops for Datacation and Achieve 3000 on a monthly basis. These workshops are offered at 1:00 PM and 5:30 PM in order to accommodate our parents' diverse schedules.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11200

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) <ul style="list-style-type: none"> Per session Per diem 	\$6, 720.00 Obj Code: 091	ELLs Saturday Academy- Monies will help defray ESL teacher per session costs.
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	N/A	N/A
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	N/A	N/A
Educational Software (Object Code 199)	\$4, 480.00	Achieve 3000 Computer Program for use with ELLs and former ELLs after school and during the ELLs Saturday

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		Academy.
Travel	N/A	N/A
Other		
TOTAL	\$11,200	\$11,200