



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: I.S. 125Q

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 24Q125

PRINCIPAL: JUDY L. MITTLER EMAIL: JMITTLE@SCHOOLS.NYC.GOV

SUPERINTENDENT: MADELYN TAUB-CHAN

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
Judy Mittler	*Principal or Designee	
Judy Glazer	*UFT Chapter Leader or Designee	
Blanca Donoso	*PA/PTA President or Designated Co-President	
Carol Masciello	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Kathleen Dalton	Member/Administration	
Jason Leibowitz	Member/Teacher	
Mary Lobello	Member/Teacher	
Angelica Castillo	Member/Parent	
Irma Del Valle	Member/Parent	
Euolgia Garcia	Member/Parent	
Mily Choudhury	Member/Parent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1 To improve teacher effectiveness by developing a shared understanding of instructional excellence and providing teacher feedback.
Comprehensive needs assessment A comprehensive teacher needs assessment was conducted in September of 2011. The results indicated that the staff was interested in and in need of further assistance in integrating the CCSS into the curriculum. The staff also requested a more in-depth explanation of the Danielson framework.
Instructional strategies/activities Teachers are mandated to attend professional development that is differentiated by their pedagogical needs. The administrative cabinet determines staff needs by analyzing teacher data inventory, formal and informal observations that include pre and post conferences, and walkthroughs. These practices are implemented by the first week of September and continue through the last week of June.
Strategies to increase parental involvement <ul style="list-style-type: none">• I.S 125 informs and fosters partnerships with our parent population through newsletters, flyers, the school website and Parent Coordinator outreach. Parents are encouraged to attend workshops that, among other things, inform them how I.S. 125 is integrating the CCSS into curriculum and using to Danielson Framework to ensure teacher effectiveness.
Strategies for attracting Highly Qualified Teachers (HQT). All teachers at I.S. 125 are certified and teaching in their license area.
Service and program coordination Licensed and certified ESL Teachers trained in the Danielson Framework and CCSS integration have been hired to support students for our Title 3 funded Saturday Academy.
Budget and resources alignment <ul style="list-style-type: none">• Lead teacher salary through tax levy, UFT teacher center, Title I SWP, Title I 5% set aside, Title III

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

<p>Annual Goal #2</p> <p>Teachers will assign students three benchmark writing pieces in English, math and social studies, and two benchmark pieces in science and foreign language that are aligned to the CCSS. Students will show progress in using evidence to support arguments.</p>
<p>Comprehensive needs assessment</p> <p>Through careful evaluation of the CCSS benchmark writing pieces, in comparison to our student's writing samples, we determined that intense writing instruction was necessary in all subject areas.</p>
<p>Instructional strategies/activities</p> <p>Teams of teachers create smart goals that align to the benchmark writing pieces. These goals are uploaded to the ARIS inquiry spaces and monitored by the administrative staff. These goals are interim and updated periodically throughout the year.</p>
<p>Strategies to increase parental involvement</p> <p>A CCSS workshop covering the content of the CCSS was given to our parent population. Furthermore, any student that does not complete a benchmark writing piece will have their parents notified. During parent-teacher conferences, parents are shown each student's writing portfolio.</p>
<p>Strategies for attracting Highly Qualified Teachers (HQT)</p> <p>All teachers at I.S. 125 are certified and teaching in their license area.</p>
<p>Service and program coordination</p> <p>Students that have been identified in temporary housing have been offered immediate placement into our afterschool Sports and Arts program. Students receive assistance in the writing of all benchmark pieces from highly qualified tutors and instructors.</p>
<p>Budget and resources alignment</p> <ul style="list-style-type: none">• NYSTL

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3 To improve teacher effectiveness in math instruction by developing rigorous tasks and rubrics aligned to the CCSS.
Comprehensive needs assessment Based on walkthroughs and teacher observations it was evident that teachers needed guidance in creating tasks and rubrics aligned to the CCSS. Teachers are required to create tasks and rubrics that are rigorous and challenge students thinking.
Instructional strategies/activities Tasks and rubrics are differentiated for ESL and SPED. Professional development was provided to the staff using exemplar tasks from Common Core Library. Teachers were given the opportunity to create tasks using the CCSS.
Strategies to increase parental involvement Workshops will continue to be offered to parents to assist them in an understanding of state standards and assessments.
Strategies for attracting Highly Qualified Teachers (HQT) All teachers at I.S. 125 are certified and teaching in their license area.
Service and program coordination <ul style="list-style-type: none">• Not Applicable
Budget and resources alignment <ul style="list-style-type: none">• Tax Levy DYO Assessment money, Math lead teacher, Tax levy for core inquiry

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

<p>Annual Goal #4.</p> <p>To improve teacher effectiveness in literacy instruction by adopting the Fountas and Pinnell leveling system to assess student reading levels.</p>
<p>Comprehensive needs assessment</p> <p>44% of our students are at a proficient reading level. We decided to take a comprehensive approach to address these deficiencies of our subgroups as well as all 5th and 6th grade students. From suggestions of our CFN, we chose the Fountas and Pinnell leveling system.</p>
<p>Instructional strategies/activities</p> <p>All of our students in our subgroups as well as all 5th and 6th graders are administered the F and P assessment, one on one with the teacher during class time. Students were given a time frame of 6 weeks to test all their students. This assessment measures students' fluency and comprehension as well as determines the student's independent reading level. Once their level is determined students are made aware and are instructed to choose independent books at their level. This assessment will be administered three times a year.</p>
<p>Strategies to increase parental involvement</p> <p>A letter was sent home to the parents by the teacher informing them of their child's independent level. Parents are encouraged to visit the library with their child and choose books at their level.</p>
<p>Strategies for attracting Highly Qualified Teachers (HQT)</p> <p>All teachers at 125 are highly qualified.</p>
<p>Service and program coordination</p> <ul style="list-style-type: none">• Not Applicable
<p>Budget and resources alignment</p> <ul style="list-style-type: none">• Tax Levy and ELA lead teacher money, NYSTL software

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

<p>Annual Goal #5</p> <p>To improve teacher effectiveness in literacy instruction by aligning literacy curriculum maps to CCSS text exemplars.</p>
<p>Comprehensive needs assessment</p> <p>Based on walkthroughs and teacher observations it was evident that teachers needed guidance in creating tasks and rubrics aligned to the CCSS. Teachers are required to create tasks and rubrics that are rigorous and challenge students thinking.</p>
<p>Instructional strategies/activities.</p> <p>Tasks and rubrics are differentiated for ESL and SPED. Professional development was provided to the staff using exemplar tasks from Common Core Library. Teachers were given the opportunity to create tasks using the CCSS.</p>
<p>Strategies to increase parental involvement</p> <p>Workshops will continue to be offered to parents to assist them in an understanding of state standards and assessments.</p>
<p>Strategies for attracting Highly Qualified Teachers (HQT)</p> <p>All teachers at 125 are highly qualified</p>
<p>Service and program coordination</p> <ul style="list-style-type: none">• Not Applicable• .
<p>Budget and resources alignment</p> <ul style="list-style-type: none">• NYSTL software, ELA lead teacher.

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	75	40			4	0		9
6	150	116			20	0	1	11
7	227	142			53	1	1	16
8	325	148			53	2	2	10
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 for 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	<p>As a part of the instructional day all students who are identified as “at risk”, receive one period per day of AIS (exploratory) instruction. ELA is provided nine periods per week for the fifth grade. ELA is provided eight periods per week for the sixth grade. Grades seven and eight have ELA six periods per week. All ICT and ELL classes have a specialist with the class to provide assistance, adapt curriculum and make modifications as needed. This takes place during the school day, within the classroom with the teacher differentiating his/her lessons according to the needs of the students. Workstations are used to provide small group instruction as well as one to one when necessary. Students are also serviced during the extended day program which takes place before school each day. Students are grouped according to their individual needs and tutoring is provided on an individual basis. The Achieve 3000 Program is being used for the self contained special education and ELL students. Fountas and Pinnell readers have been introduced to all the self contained and ELL classes.</p>
Mathematics	<p>As a part of the instructional day all students who are identified as “at risk”, receive one period per day of AIS (exploratory) instruction. Math is provided ten periods per week for the fifth grade. Math is provided eight periods per week for the sixth grade. Grades 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.</p>
Science	<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 individual needs and tutoring is provided on an individual basis.</p>

<p>Social Studies</p>	<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 are used to provide small group instruction as well as one to one when necessary. Students are also serviced during the extended day program which takes place before school each day. Students are grouped according to their individual needs and tutoring is provided on an individual basis.</p>
<p>At-risk Services provided by the Guidance Counselor</p>	<p>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.</p>
<p>At-risk Services provided by the School Psychologist</p>	<p>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.</p>
<p>At-risk Services provided by the Social Worker</p>	<p>Individual and group counseling, conferencing with teachers and parents, and referrals to outside agencies</p>
<p>At-risk Health-related Services</p>	<p>The nurse monitors students with health related needs. Administers and monitors the progress of students with diabetes' and other health needs.</p>

Title I Parent Involvement Policy (PIP)

Title I is a federally funded program that provides money to schools based on the economic status of its student population in order to assist with educational goals and to improve student achievement. A minimum of one percent of the Title I finding annually allocated to schools must be used to support Parent Involvement activities. A spending plan for the use of these funds is subject to consultation and the recommendations of the school's parents. Funds may only be used for activities that implement this Parent Involvement Policy through assisting parents in playing an integral role in their children's learning, encouraging active involvement in their children's education at school, and including them, as appropriate, in decision-making and on advisory committees to assist in the education of their children.

The aim of the Parent Involvement Policy of Intermediate School 125 is to ensure the effective involvement of parents and the community in our school in order to improve student academic achievement and overall school performance. We will do this by strengthening the connections between our school and the students' families, by keeping parents informed and involved in the planning and decision making process of their children's education, and by providing the necessary resources, training, and information to support parents and families in their endeavors.

Our school will support parents and families of Title I students by:

-Providing materials and training to help parents work with their children to improve their achievement levels in all subject areas and in the use of technology:

- Computer Workshops
- English Classes for Speakers of Other Languages
- Parenting Skills Workshops
- Parent Library
- Parent Coordinator Outreach

-Providing information and training to assist parents in the planning and decision-making processes that support their children's education:

- Annual Parent Survey
- School Leadership Team
- Development of the Comprehensive Education Plan
- Active Participation in the Parent and Teacher Association
- High School Articulation
- Parent Coordinator Outreach

-Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their children's progress:

- ARIS Instruction and Use
- Student Quarterly Progress Reports
- Parent Teacher Conferences

Periodic Assessments
Team Meetings

-Providing assistance in understanding standardized testing criteria and assessments

Academic & Performance Standards Discussions
Promotional Requirements & Testing Workshops
Articulation & Curriculum Meetings
Parent Coordinator Outreach

-Sharing timely information about school and parent related programs, meetings, and other activities in a format and language parents can understand:

Monthly Newsletters
Meetings and Workshops (Interpreters Provided)
The I.S. 125 Website (Translations by Google)
Email
School Letters & Notices (Translations by DOE & Staff)
Bulletin Board Postings
Student Agendas (Translations by DOE)
Parent Handbooks (Translations by DOE)
School Messenger (Translation by school staff)
Parent Coordinator Outreach

-Providing ways to improve outreach, communication skills, and cultural competency in order to build stronger ties between parents and other members of our school community:

Parent Trips
PTA Meetings
School Leadership Team
Multi-Cultural Festival

Our school will increase and improve parent involvement and school quality by:

-Hosting educational and family events throughout the school year:

Family Trips
Workshops
Classes
Unified Arts Shows
Multi-Cultural Festival
Book Fairs
Community Service Events & Opportunities
Annual Curriculum Conference

-Conducting parent workshops and classes based on parent assessment needs:

Computer Skills

English as a Second Language
Parenting Skills
Educational Accountability
Curriculum
Assessments
Community Resources/Referrals
Subsides and Entitlements
Housing Information
Health & Well Being
Bullying Awareness & Prevention
ARIS

-Translating all school documents and providing interpretation during meetings and events as needed:

Use of Department of Education's Office of Translation & Interpretation
Staff Interpreters
Volunteer Student Interpreters

-Hosting the Annual *Title I* Meeting by December 1st of each school year to advise parents about the school's Title I funded programs, their right to be involved, and the parental involvement requirements under Title I- Part A-Section 1118 of the No Child Left Behind Act:

Choice of Consultative Structure
Title I Funded School Programs
Title I Parent Involvement Funds
Parent Involvement Policy
School-Parent Compact

School-Parent Compact

SCHOOL-PARENT COMPACT

Intermediate School 125, in compliance with the Section 1118 of Title I, Part A of the *No Child Left Behind* (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I agree that this Compact outlines how parents, the entire school staff, and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Intermediate School 125 will provide 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, on-grade, and special education students by:

- using academic learning time efficiently
- respecting cultural, racial and ethnic differences
- implementing a curriculum aligned to the Common Core State Learning Standards
- offering high quality instruction in all content areas

- providing instruction from highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act

I.S. 125 will continue their support of home-school relationships and improve communication by:

- providing opportunities for parent consultation with staff at Parent Teacher Conferences, during Curriculum Night in September, and throughout the year at the mutual convenience of parents and teachers through pre-arranged telephone conferences or in-person meetings
- offering opportunities for parents to volunteer in the school as members of the School Leadership Team, with the PTA, as chaperones for trips and special events, as translators during meetings and Parent Teacher Conferences, and as volunteers for special events
- providing parents with timely information about individual student assessments, performance profiles, and other pertinent information
- offering informational and instructional workshops and classes to better prepare parents to support their children's academic, emotional, and social needs
- forming alliances with parents/guardians in the governance of the school
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents to inform them of the school's Title I status and funded programs and their right to be involved
- arranging additional meetings at flexible times and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in their children's education
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this School-Parent Compact and ensuring that these documents are distributed and discussed with parents each year

I.S. 125 will provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents
- notifying parents of the procedures to arrange an appointment with their children's teachers or other school staff members
- planning activities for parents to meet with teachers during the school year, e.g., Parent-Teacher Conferences, Curriculum Conferences, Team Meetings

I.S. 125 will provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians
- assisting parents in understanding academic achievement standards and assessments and how to monitor their children's progress by providing professional development opportunities
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community
- supporting parental involvement activities as requested by parents
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs

II. Parent/Guardian Responsibilities

Parents will:

- attend Parent Teacher Conferences
- participate in school events and workshops when possible
- maintain regular contact with the school and ensure that student emergency contact information is accurate and up-to-date
- ensure that their children have completed their homework assignments on a regular basis, and are prepared for all examinations
- send their children to school appropriately dressed, prepared to learn, and on time
- encourage their children to read daily at home
- volunteer to assist at the school whenever possible
- read and discuss with their children the I.S. 125 school policies and regulations as described in the Student Agenda
- participate, as appropriate, in the decisions relating to their children's education
- communicate with their children's teachers about educational needs and stay informed about their education
- promptly read and respond to surveys, feedback forms and notices when requested
- take part in the school's Parent and Teacher Association, the School Leadership Team, or other school or District based advisory groups
- share responsibility for the improved academic achievement their children

III. Student Responsibilities

Students will:

- attend school regularly and arrive on time
- complete homework and submit all assignments on time
- follow the school rules and be responsible for their actions
- show respect for themselves, other people, and property
- try to resolve disagreements or conflicts peacefully

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

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

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.

IS 125 has seen an increase in enrollment with our special education and LEP population. Data has indicated a 202% increase in our SWD population and 228% increase in SWD/LEP population since the 2007-2008 school year. Despite the increase in population, IS 125 has showed positive gains in the average performance level in both targeted areas by almost two tenths of a performance level.

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.
 - The use of the Achieve 3000 instructional model, Achieve 3000 is an instructional model that proposes a three-step process to maximize the instructional time dedicated to using the program:
 - Before Reading—Whole Group (ex. Motivate, Access Prior Knowledge, Intro Vocabulary)
 - During Reading—Independent, Small Group, Individualized
 - After Reading—Whole Group (ex. Poll Graphic Organizer, Discussion Questions)
 - The use of the Fountas and Pinnell assessment system, Fountas and Pinnell is a one-on-one, comprehensive assessment to determine independent and instructional reading levels, for placing students on an *A-Z Text Gradient*, and connecting assessment to instruction with the Continuum of Literacy Learning.
 - The periods of English Language Arts have increased from six instructional periods a week to eight or ten increased periods of ELA. This decision is based on the classroom data and the results of formative and summative assessments.
 - The results from the NYSESLAT was analyzed and any student that is receiving more than five years of ESL services will be invited to a meeting with the administration where the principal will inform the parents of their child's status and given a list of strategies on how to assist in making their child proficient in English.
 - Students will be assigned three benchmark writing pieces in English Language Arts, mathematics, social studies and two benchmark writing pieces in science and foreign language throughout the school year that are aligned to the Common Core State Standards (CCS). Teachers will meet collaboratively and develop rigorous tasks and rubrics that are aligned to the CCS create these tasks. These writing pieces will serve as another indicator to monitor and track student progress throughout the school year as well as serve as an effective lesson-planning tool and enhance the delivery of instruction.
 - The school received a Title III grant and created a Saturday Program with a strict focus on increasing English proficiency. All SWD and LEP students were invited to attend the program.

- The thirty-seven and a half minutes that was agreed to as per the UFT contact has been scheduled as an early morning tutoring program with a strict focus on increasing English proficiency. All SWD and LEP students were scheduled for the program.
- All SWD and LEP students have an Academic Intervention Services class included in their daily program. This class targets services built into Target students program.
- The NYCDOE provides an Acuity assessment for ESL students are designed to assess students reading comprehension. Students are given at least 20-25 multiple-choice questions from passages aligned to CCS Silveroli reading diagnostic for Targeted population.

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.

Thomas J. McCann Woodside I.S 125 will conduct high quality professional development during the first two days teachers report to school in September, on Election Day, Brooklyn Queens Day, and during the school year. Funds will be used to purchase supplies, books, and other materials for the professional development discussed below.

The professional development is conducted by the administration, lead teachers (math and ELA), and UFT Teacher Center. At the beginning of the school year, the administration and lead teachers conducted professional development on Danielson Framework. The framework was introduced to the teachers with a focus on questioning techniques (3b) and using assessment in instruction (3d).

A needs assessment was distributed at the beginning of the school year to determine the greatest need of the teachers in order to improve the academic achievement of our ELL and Special Education students. This assessment asked four questions: Interest in attending a study group on Danielson Framework, interest in attending a study group on Common Core Standards, interest in attending a study group on Questioning Techniques, interest in attending a study group on Using Assessment in Instruction. Teachers were also asked to list any other area of interest.

Teachers strongly expressed an interest in attending a study group on questioning techniques, using assessment in instruction and effectively using SMART Board. Through the use of modules offered on ARIS Learn, articles, and videos, the study group for questioning, which meets twice a month, will discuss, learn, observe and critique effective questioning, high level critical thinking questions, Socratic seminars, using Bloom's Taxonomy to create higher level critical thinking questions, and how to engage students in higher order thinking. This study group will enable teachers to improve their skill in questioning and in leading discussions for instructional purposes, while eliciting student reflection and challenging deeper student engagement.

In addition, teachers strongly expressed an interest in attending a study group on using assessment in instruction. Through the use of modules offered on ARIS Learn, videos, articles, websites, and the book "*Differentiated Assessment Strategies*" by Carolyn Chapman and Rita King, teachers will be given assessment tools, strategies, participate in activities that will help them identify student's strengths and needs. In addition, they will learn strategies to give to students to empower them as self-directed learners.

Lastly, the study group focusing on effective use of SMART Board will assist teachers in becoming familiar with SMART Notebook Tools; explore Lesson Activity Toolkit and Gallery Essentials in order to create SMART Board lessons. The SMART Board is an effective tool for demonstrations and using color. Research indicates that students respond to displays where color is involved. This interactive whiteboard accommodates different learning styles, thereby addressing visual, auditory and kinesthetic learning styles. It allows the subject matter to be presented in

multiple ways and have students express their ideas and demonstrate their understanding. It enables ELL students to communicate whether it is in their native language or English.

All teachers participating in the above study groups will be viewed by the Peer Review Team and given feedback on their questioning techniques, using assessment in instruction, or effectively using the SMART Board. They will meet with individuals on the team for further coaching and mentoring.

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

The teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development will follow the NYC Model for School Based Mentoring. A new teacher induction committee was formed in September and positions for mentors in needed license areas were posted. The committee reviewed the applications and provided a mentor for each new teacher. The mentor and new teacher meet 3 periods a week, two of which are in-classroom support and one, which is for conferencing.

The Lead Teachers, IEP teacher and UFT Teacher Center support the teacher by doing demonstration lessons, co-teaching, offering suggestions about classroom management and help plan their lessons. The mentor assists the teacher to diagnose student work and help teachers connect to people and instructional resources in your school and beyond. The primary focus is to guide new teachers toward enhancing their skills, and enable the new teachers to become members of the school community.

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.

A parent letter will be distributed to each parent in multiple languages as indicated in ATS identifying the school's State Accountability Status. A Parent Teacher Conference after school is set to inform parents and all members of the school community on the school's identification for school improvement in two languages.

**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 Charles Amundsen/Diane Foley	District 24	Borough Queens	School Number 125
School Name Thomas J. McCann			

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

Principal Judy Lynn Mittler	Assistant Principal Andrea Gnecco
Coach Lydia Krawec	Coach Judy Glazer
ESL Teacher Maria Palesty	Guidance Counselor
Teacher/Subject Area Kristie LaTorre/ELA	Parent type here
Teacher/Subject Area type here	Parent Coordinator Heather Strafer
Related Service Provider Michelle Hammer	Other Artie Gnecco
Network Leader Dianne Foley	Other type here

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	11	Number of certified bilingual teachers		Number of certified NLA/foreign language teachers	
Number of content area teachers with bilingual extensions	2	Number of special education teachers with bilingual extensions		Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	3		

D. School Demographics

Total number of students in school	1647	Total Number of ELLs	310	ELLs as share of total student population (%)	18.82%
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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, Chinese, Korean and Bengali languages, Language Assessment Battery- Revised (LAB-R), and the New York State English as a Second Language Achievement Test (NYSESLAT). An interview between the pedagogue and parent is conducted to determine whether or not the child being admitted is an ELL or not. 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. At the time the parent fills out the HLIS, a pedagogue there to help the parent with any questions or concerns they may have. After the LAB-R (Spanish 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. Within the first 10 days, In order to select an appropriate program, parents/guardians of newly enrolled ELLs participate in a Parent Orientation session where they will be presented with the 3 different options (transitional bilingual education, dual language, free standing ESL) of placement for their child. Program placement will be presented with clarity and objectivity. The school ensures that a translator for each different language is available on site to answer any questions. 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 Dual Language and 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 IS 125 to a transitional bilingual program school. The testing coordinator, Ms. Palesty and the Principals and AP's of the building are in charge of executing this orientation. The parent coordinator is also present to assist in any way possible.
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. A letter is sent home making parents aware of what class their child was placed. Any parent who requests the Transitional Biligual 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 Biingual program will be available for the child in our building.

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 a 4 parents of the spanish and bengali languages, who requested the Transitional Biligual program. One of the spanish families felt it necessary to take their child out and put them in a neighboring bilingual program. The other parents opted to leave their children in our building. We have kept record of the parent requests both in the building and on the ELPC ats screen.

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

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	To t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained						2	1	1	1					5
Push-In						3	5	5	6					19
Total	0	0	0	0	0	5	6	6	7	0	0	0	0	24

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	310	Newcomers (ELLs receiving service 0-3 years)	155	Special Education	81
SIFE	11	ELLs receiving service 4-6 years	100	Long-Term (completed 6 years)	55

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	155	6	12	100	5	40	55	0	29	310
Total	155	6	12	100	5	40	55	0	29	310

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	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
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:	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						36	41	44	48					169
Chinese						1	2	2	2					7
Russian						0	0	0	0					0
Bengali						5	9	12	9					35
Urdu						0	1	2	1					4
Arabic						1	0	3	0					4
Haitian						0	0	0	0					0
French						0	0	0	0					0
Korean						0	0	1	1					2
Punjabi						0	0	1	1					2
Polish						0	0	0	0					0

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
Albanian						0	0	0	0					0
Other						11	16	18	20					65
TOTAL	0	0	0	0	0	54	69	83	82	0	0	0	0	288

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 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?

Paste response to questions 1-7 here

1. We use the push in co-teaching model of instruction for our advanced classes and the self-contained model for the intermediate/beginner classes. 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/intermediate classes in the 5th, 6th, 7th and 8th grades, there is a self-contained setting, where a licensed ESL teacher will be in the classroom at all times. All subjects will be co-taught to the self-contained classes by the ESL teacher and a content specialist. For the intermediate(students on cusp of advanced placement)/advanced ESL classes, one certified ESL teacher will be assigned to co-teach with a content specialist, throughout the instructional day.

2. The ESL program consists of 11 classes and 11 licensed ESL teachers. 4 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 beginner, intermediate and advanced ESL classes, receive between 3-5 periods (135-225minutes) a day of ESL services from a certified ESL teacher. Subsequently, 5th and 6th grade class receives 8 periods of ELA teacher, alongside the ESL support teacher and each 7th and 8th grade 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. The content that is taught is on grade level material and is differentiated to help the needs of all the students. ESL teachers provide images, graphic organizers, student friendly definitions to unknown words to support the understanding of all content. Moreover, juicy sentences are unpacked throughout the content

A. Programming and Scheduling Information

areas in order for students to better understand the uses of the English language within non-fiction texts. In each of the classroom libraries where ESL students are taught, including the school library, there are native language texts to support all content being taught from grade 5 through 8.

4. The Spanish Lab-R is given to all newcoming Spanish ELL's, if they do not pass the English Lab-R. This helps us identify whether or not the child was being instructed in their home countries. Subsequently, for Bengali, Korean, Chinese and Tagalog, an informal interview is done with the child to get a better understanding of the child's academic history. This interview is conducted by a pedagogue in the building who speaks the language.

5. 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.

6. Juicy Sentences is the main instructional strategy that is used with the ELL-SWD population. This instructional strategy ensures that this specific subgroup receives all the content area knowledge necessary to know, along with the language development. In addition, graphic organizers, visuals, workstations and the use of technology are also great support strategies for these students. To stay in compliance with the new CCLS, focusing on academic rigor, on grade level materials are used for these student and the teachers are required to differentiate any tasks according to their IEP goals.

7. Grades 5-8 have at least one ICT and SETTS class. Many of our ELL-SWD's are placed in these classes due to the extra curricular, instructional and scheduling flexibility that are available to meet the diverse needs according to the IEP. Academic Intervention Service (AIS) class is mandated to these students for extra reinforcement. Furthermore, these students are mandated to morning tutoring and given first priority to get a seat in our Saturday Academy. As well as the two interventions above, our students are also serviced in small group and/or individualized instruction given within each specific content area subject, on an as need basis. This is given by the special education and/or ESL provider.

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

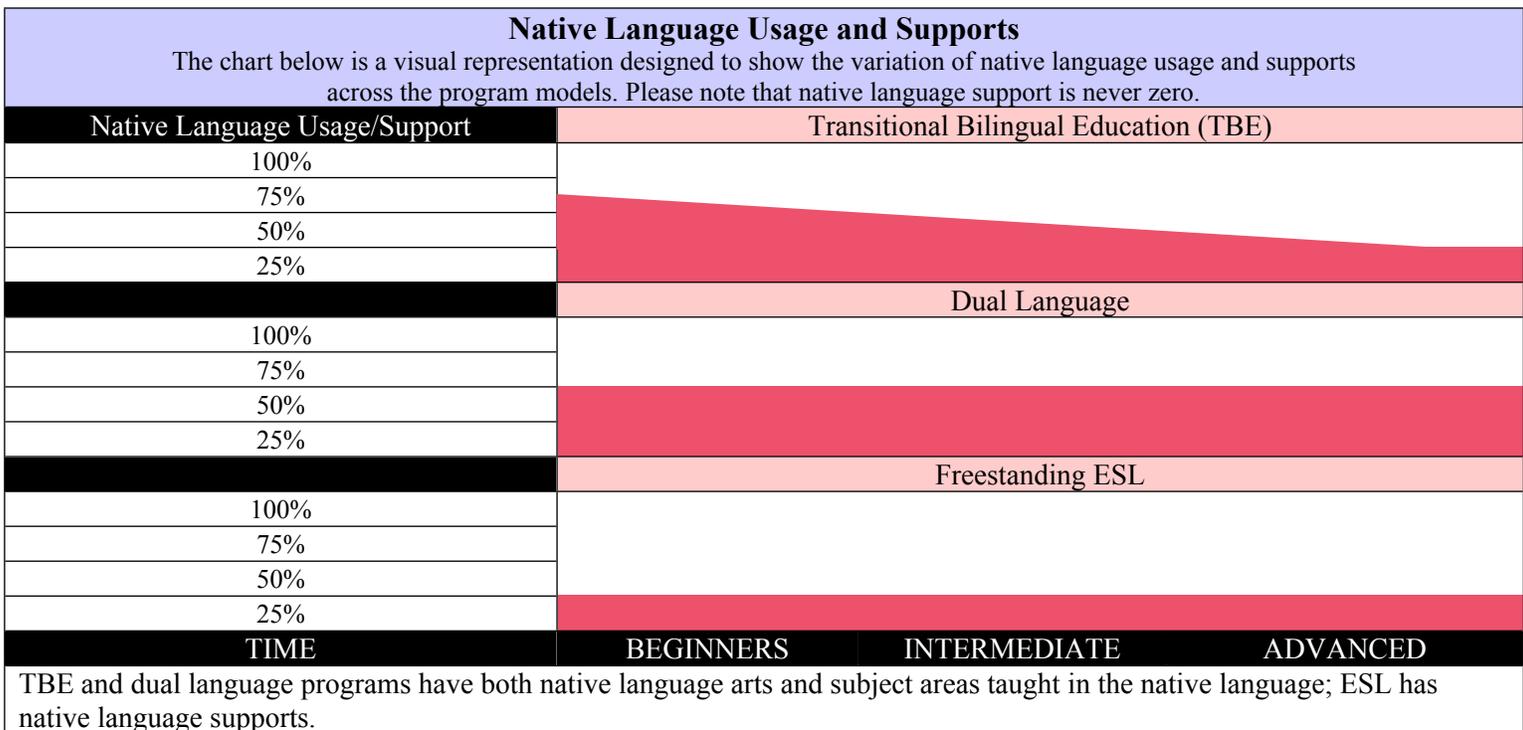
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

Beginning	Intermediate	Advanced
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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



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?

Paste response to questions 8-17 here

8. All content area specialists, along with the ESL teacher, are trained to teach according to the learning standards in content. This means that

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.
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12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
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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?

Paste response to questions 8-17 here

8. All content area specialists, along with the ESL teacher, are trained to teach according to the learning styles inventory. This means that the educators accommodate the specific needs of each child as per their learning style. To make this successful, we have i-pads for all the ELL students. With the i-pads, students will dictate, draw, highlight, etc to meet the needs of their specific learning style. Subsequently, differentiated tasks and rubrics in all contents will be given to students on a need to need basis for their writing pieces. Also, during content classes, manipulatives and graphic organizers will be used. Furthermore, 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.

9. 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 (2 years) on the NYSESLAT.

10. 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.

11. None

12. All curricular and extracurricular activities in the school building are extended to the ELL population, with the exception of a foreign language. To supplement the foreign language, all ELL students are scheduled to take an AIS class where all major skills are reinforced. This class has shown great improvements in our ELL populations progress. We decided to take a foreign language out of their schedule because these students are learning English as a second language. ESL students are mandated to attend extended day from 8:00-8:30 Monday through Friday. They are serviced by a licensed ESL teacher. 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. The Champions Club is also an after school tutoring/athletic program that most of our ELL population attend. All of these programs are extended to these students through forms which are also translated in the majority of languages in the building. These programs rarely ever close, and exceptions are always made if they are. The funding for the Saturday academy is through Title III and the Mandated extended day is as per the UFT collective bargaining agreement.

13. Teachers of ESL classes use Smart Boards and Response Pads to allow students to interact with the lesson. Furthermore, this year, all ELL students in the building have been given their own I-pad, which is kept in the classroom and used throughout the content area. Different applications are used for the different learning styles amongst the students. The native language materials, we have found, are better accessible using technology, as opposed to keeping them in the library. While the libraries are still equipped with native language texts, the I-pads are also equipped with applications for native language content use.

14. All students in ESL classes are taught in English with differentiated leveled materials (Leveled Texts). Although these materials are on grade level, manipulatives, graphic organizers and other hands on materials are used to support our ELLs. Furthermore, the classroom libraries have many various native language texts which support all the materials being taught in the content. Students also have bilingual translation dictionaries in their languages which they use from day one.

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?

Paste response to questions 8-17 here

8. All content area specialists, along with the ESL teacher, are trained to teach according to the learning styles inventory. This means that the educators accommodate the specific needs of each child as per their learning style. To make this successful, we have i-pads for all the ELL students. With the i-pads, students will dictate, draw, highlight, etc to meet the needs of their specific learning style. Subsequently, differentiated tasks and rubrics in all contents will be given to students on a need to need basis for their writing pieces. Also, during content classes, manipulatives and graphic organizers will be used. Furthermore, 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.

9. 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 (2 years) on the NYSESLAT.

10. 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.

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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 involvement is the one aspect of our school that is very difficult to maintain. Many of our students parents are working parents and are unfortunately unable to volunteer or actively participate at various school activities. 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. The parent coordinators role is to promote parental involvement and furthermore make parents aware of what is happening in the community of IS 125. The parent coordinator works with various individuals who speak the majority languages in the school for translation purposes as well as the translation bureau for all flyers to be translated in these languages.

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

1. Professional Development takes place on every first and third Monday of each month, from 2:50-3:30, Election Day and Brooklyn Queens Day, every Friday (Inquiry)-8:00-8:30, specific PD's on the various technological advances sch as I-pads, Achieve 3000, etc.. Professional Development sessions combine the ELA and ESL faculty so that all teachers are aware of current trends and expectations. All staff 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 continue to receive training on ESL strategies that will help prepare students for the

NYSESLAT exam. Currently, our teachers are being immersed into the new CCLS and guided on how to make their instruction academically rigorous, while still differentiating for our ELL population. These PD's are lead by the Assistant Principals and delivered to all teachers.

2. Creating expository, informational, narrative, and argument writing pieces is a crucial gear of instruction this year. As per the common core learning standards, these are vital pieces of writing our students will need to be proficient in and 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 within non-fiction texts (juicy sentence), writing process, juicy sentences (to master the different forms of sentences), creating effective tasks and rubrics (to challenge our students), promoting

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3. Professional development training consists of: building tier II vocabulary within non-fiction texts (juicy sentence), writing process, juicy sentences (to master the different forms of sentences), creating effecticve tasks and rubrics (to challenge our students), promoting instructional conversation while reading and writing (questioning), making the co-teaching model work effectively, and the analysis of student work to effectively meet the needs of the students.

E. Parental Involvement

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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)						4	14	16	8					42
Intermediate(I)						13	12	15	33					73
Advanced (A)						36	48	61	45					190
Total	0	0	0	0	0	53	74	92	86	0	0	0	0	305

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B						0	2	4	1				
	I						2	8	12	5				
	A						30	36	54	41				
	P						19	22	12	34				
READING/ WRITING	B						2	8	8	6				
	I						13	12	12	32				
	A						32	38	33	37				
	P						4	11	27	7				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0

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

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.

1. We use the Fountas and Pinnell and Achieve 3000 to assess early literacy skills of our ELL population. Teachers look at fluency and comprehension as well as how students scored in each of the four modalities to create lesson plans. Furthermore, after these assessments, teachers are more aware of what independent reading level the class is on, as well as what guided reading/shared reading the students should be working at.
2. According to the NYSESLAT, students are weak in the areas of listening and writing. With regards to the LABR, we find it a trend that most students perform low on the listening and reading modalities. Furthermore, most students who come into our school from an English dominate speaking country (ex. Phillipines), these kids test proficient on the LABR.
3. Teachers use the data from the NYSESLAT to drive instruction for our ELL population. All teachers (ELA/ESL) 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 CCLS. 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 repond 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. Furthermore, the four modalities are promoted throughout the content (content teachers) as well. In math, all students are asked to explain in writing their answers. In social studies and science, students practice taking notes while listening and they practice their speaking skills by engaging in conversations about the content being taught.
4. Overall, the proficiency rating for the ELA exam was 2.85 and for math was 3.43. On the 5th grade ELA exam, the average was 2.95 and in math, it was 3.58; on the 6th grade ELA exam, the average was 2.8 and in math it was 3.3; on the 7th grade ELA exam, the average was 2.81 and the math was 3.44; on the 8th grade ELA exam, the average was 2.87 and in math it was 3.48. In ELA, our ELL subgroups overall proficiency rating is 2.20 and in Math it is 2.73. The advanced/intermediate students are significantly stronger in math than in ELA. With respects to the native language learners, our ELL population is performing at a slihly lower proficiency level in ELA and Math. The overall growth percentile average for ELA is 44.31 and for Math 56.59. The school administration analyzes much of the data of the ELL subgroup and turns key at various PDs on how to assess and instruct this population. The teachers use the analysis of the data from the administration and the results from the ELL periodic assessments to create various units of study. These data results are crucial to each students progress. The teachers differentiate the instruction according to this data in workstations. From this years first periodic assessments, data has shown that our ELL population scored lowest on the listening and writing parts of the assessment. The reading and speaking portions are the strengths of our students. Our school has learned from this information that the biggest weakness amongst our students is the writing part, which includes grammar, form and function. Instruction is geared according to these results.
5. not applicable
6. Our ELL students are successful as every year. We average about 65 students who test out of ESL and transition into a regular class. Our attendance for the ELL students during am extended day and the Saturday Program is high. We attribute success to the attendance of our students in these programs. Also, teachers measure the students growth with the periodic assessments. The Pearson Periodic Assessment is our specific assessment tool. We look for trends with our students and if students are not making progress the areas of concern are addressed.

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	3		24		18		7		52
6	15		36		14		0		65
7	13		43		18		6		80
8	14		47		16		4		81
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	5		15		28		4		52
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
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									

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Part VI: LAP Assurances

School Name: <u>Thomas J. McCann</u>		School DBN: <u>24Q125</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Judy Lynn Mittler	Principal		10/25/11
Andrea Gnecco	Assistant Principal		10/25/11
Heather Strafer	Parent Coordinator		10/25/11

School Name: Thomas J. McCann**School DBN: 24Q125****Signatures of LAP team members certify that the information provided is accurate.**

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Maria Palesty	ESL Teacher		10/25/11
	Parent		
Kristie LaTorre/ELA	Teacher/Subject Area		10/25/11
	Teacher/Subject Area		1/1/01
Lydia Krawec	Coach		10/25/11
Judy Glazer	Coach		10/25/11
	Guidance Counselor		1/1/01
Diane Foley	Network Leader		10/25/11
Artie Gnecco	Other <u>Assistant Principal</u>		10/25/11
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **24Q125**

School Name: **IS 125**

Cluster: _____

Network:

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.

Used: HLIS (Home Language Identification Survey) and ELL Parent Information Sessions

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.

Major Findings: 65% of parents spoke Spanish as their first language, and preferred notices sent home in both English and Spanish Less than 5% of parents required translation into Korean, Chinese, Hindi or Urdu. These findings were reported to the school community at a PTA meeting in October.

Part B: Strategies and Activities

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

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

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

Oral translation into Spanish is provided at school meetings, PTA meetings, and special events. These services are provided by in-house school staff and parents. Other language translation is handled on a case-by-case basis, and is generally provided by school staff during the day, and by parent volunteers during most evening meetings. Translation is also available during the school day for parents through staff speaking Spanish, Korean, Chinese, Hindi, and Urdu. Additionally, at the beginning of each school year, a list of dependable student volunteers who are selected 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 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 can also be enlisted for telephone translations.

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

The school will fulfill Chancellor's Regulation 663 concerning parental notification requirements by providing parents with information about their right to translation services, and making a copy of this notification available in the main school office in all the major languages. Parents in need of translation services will be sent to the main office, where it will be determined what language is needed, and where every attempt to provide services in this language will be made. Important signage throughout the school will be posted in English and Spanish, especially signs that relate to safety. The notice of the translation policy is also posted in the main lobby of the school in the nine major languages for which interpretation is provided by the DOE.

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: 125	DBN: 24Q125
Cluster Leader: Charles Amundsen	Network Leader: Diane Foley
This school is (check one): ✱conceptually consolidated (skip part E below) ●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): ●Before school ●After school ✱Saturday academy ●Other:
Total # of ELLs to be served: 160 Grades to be served by this program (check all that apply): ●K ●1 ●2 ●3 ●4 ✱5 ✱6 ✱7 ✱8 ●9 ●10 ●11 ●12
Total # of teachers in this program: 160 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 7

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: I.S. 125 will implement a Saturday Academy which will target our ELL subgroup population in grades 5-8. This program is an academically rigorous program that is directly aligned to the Common Core Learning Standards. The program will run from October 29, 2011 through April 21, 2012 for eighteen (18) Saturday sessions from 8:30 am to 11:30 am. There will be 2 classes on the 5th, 6th and 7th grade levels, and 3 classes on the 8th grade level. The program will target approximately 160 ELL's, across the beginner, intermediate and advanced levels. This program builds upon the strength of the school day, specifically in the math and ELA subject areas, while building language development in a small group setting. Each student will rotate between two classes per session. One of the classes will be mainly focused on ELA. The design of these lessons will be based on the analysis of the NYSESLAT Writing modalities. Since writing is the school wide goal at IS 125, these lessons will target effective writing skills throughout the content areas. Various ESL strategies will be used to successfully execute each lesson and the teacher will work in differentiated groups during the work time. This part of the day will be one hour and a half (1 1/2 hours). The second class will have a main focus on math. Through the analysis of various formal and informal assessments, the lessons will be designed to focus on the deficiencies of our ELL subgroup in their math classes. This part of the day will be one hour and a half (1 1/2 hours). The classes will be instructed in the English language. Both of these classes will ensure that our ELL's meet the standards and pass the required NYS Exams (math and ELA). There will be nine (9) certified teachers working the Saturday Academy, 3 of which are ESL certified. The 3 ESL certified teachers will teach the ELA component to all ESL children attending the Saturday academy. One teacher will rotate the 5th and 6th grade classes (1st session 5th grade and 2nd session 6th grade), while the other two teachers will solely serve the 2 7th and the 2 8th grade classes. There will be two supervisors (administrators) on site every Saturday to maintain a safe environment and ensure quality instruction. The supervisors will be there half an hour (1/2) before and after dismissal to ensure safe drop off and pickup of students by parents. Title III Supplementary Material funds will be used to purchase various books and hands on materials to support the instruction of math and ELA during the Saturday Academy.

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: Our teachers are afforded opportunities for professional development and to participate in peer focus groups. Many have been trained in Q-TEL and continue to attend workshops offered by the office of English Language Learners and the NYS Department of Education. The lead teachers and the Math and ELA assistant principals conduct bi-monthly professional development

Part C: Professional Development

sessions to prepare the teachers with tools to help the ELL population during the Saturday Academy. The focus of these bi-monthly PD's will be on Building Academic Language throughout the content area, as well as in the various writing pieces required for students to write. Furthermore, differentiated strategies for ELL's in the ELA and Math content areas will be a main focus. Peer group focus will consist of higher level questioning strategies and techniques.

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: English classes, computer workshops, parenting skills workshops, high school information sessions, academic expectations & requirements, and testing awareness presentations are all offered throughout the year to parents. These activities are available to all parents, but most are specifically designed to target parents of ELL students.

Through English and computer classes, parents are provided with the opportunity to improve their English language skills which will enable them to be better prepared to help their children. They will learn how to navigate the ARIS Parent Link and the school website, which will keep them informed with up-to-date information about their children and the school. Parenting skills workshops will assist parents in their struggle to deal with the challenges of adolescence, life in a new country, navigating a new school system, as well as providing them with support in their mission to raise responsible and academically successful children.

High school, testing, and academic information sessions and workshops will provide parents with the knowledge necessary to prepare their children academically, to understand their options in the school system, to learn how to assist their children in making the best choices, and to support them in becoming the best that they can be.

-English Classes: Offered from October through June on three ability levels for 1.5 hour sessions on each level twice a week, for a total of nine hours a week - Topics covered include: grammar, conversation, listening, reading, writing, and comprehension skills - Classes provided by Parent Coordinator

-Computer Workshops: Offered in four-week sessions with classes held twice a week for 2 hours per class -Workshops are offered twice a year, in the winter and in the spring - Topics include: basic

Part E: Budget

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

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) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	\$2,067	Math and ELA consumable test prep Materials Hands on manipulatives Glossary books of Reading and Language Arts and Math Picture Dictionaries
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		