



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# 2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME:** ADRIEN BLOCK I.S. 25

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 25/Q/025

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

SUPERINTENDENT: DANIELLE DIMANGO

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature
MaryEllen Beirne	*Principal or Designee	
Dawn Fahrenkrug	*UFT Chapter Leader or Designee	
Paul Coburn	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Sheryl Fine	Member/Parent	
Jennifer Mavroukas	Member/Parent	
Mara Gorel	Member/Parent	
Sharon Chambers	Member/Parent	
Cheryl Fried	Member/Teacher	
Liz Nuzzo	Member/Parent	
Leslie Shepperson	Member/Teacher	
Delisa Tapia	Member/Teacher	
Evan Weintraub	Member/Teacher	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

### 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

- Students will deepen and demonstrate the use of textual evidence to support their common core aligned argumentative and informative writing tasks by completing eight common core aligned argumentative and/or informational tasks (four in ELA, two in Social Studies and two in Science). Students have completed four argumentative/informative pieces by December 2012 and will complete four more by June 2013.

#### Comprehensive needs assessment

- Although students made gains on the State ELA Exam, compared to their peers, they did not therefore we are continuing our work in this area. Students were introduced to these tasks during the 2011-2012 school year. During that time, students completed one argumentative writing task in each of the following disciplines: ELA, Science and Social Studies. In order to deepen student understanding, as well as, be in compliance with the Citywide Instructional Expectations and to prepare students for the high-level, rigorous demands of the State ELA Exam, we are implementing eight common core aligned units of study with accompanying argumentative and/or informational tasks (four in ELA, two in Social Studies and two in Science).

#### Instructional strategies/activities

- a) Teachers will utilize common planning time to upgrade and adapt existing units to meet the requirements of the CCLS and the Citywide Instructional Expectations.
- b) Teachers will continually reflect, assess and adjust lessons and units based on pre, mid and post assessments.
- c) Updated curriculum maps will contain entry points for SWDs, ELLs, General Education and SP Students.
- d) Teachers will also infuse opportunities for students to explore text complexity in both literary and informational texts and provide scaffolding as necessary.
- e) All students will have access to a technologically based computer program, Study Island, which challenges them at their current level.
- f) ELL students will have access to a computer-based program, ESL Smart, in addition to Study Island.
- g) Teachers will use Common Core Learning Standards aligned rubrics to assess writing pieces.
- h) Teachers will include comments and next-steps on student writing to assist students with their progress.
- i) Teachers will evaluate the effect of the writing units after its completion, during common planning.
- j) Assistant Principal and ELA Lead Teacher will attend network meetings and design relevant professional development to the staff.
- k) Teachers are participating in common planning, common inquiry groups and using common assessments to track and address student progress.

#### Strategies to increase parental involvement

- I.S. 25 utilizes PupilPath, which is a school management system to empower teachers and instantly provide snapshots to parents and students to better drive instruction and learning and to increase communication between parents and the school community. Teachers, parents and students can keep up to date with assignments, have access to grades and communicate with one another using this program. I.S. 25 will also be holding ELA Common Core Workshops with parents to provide them with a deeper understanding of student expectations.

#### Budget and resources alignment

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here: **NYSTL**

**Service and program coordination**

- As a non-Title I school, we will maximize the use of our Tax Levy and NYSTL resources to meet our goal since we do not qualify for “conceptual consolidation” and are not eligible to pool funds to address our instructional needs. Through careful planning and implementation of our instructional programs and with guidance and support from our Network Budget Director and Human Resources Director, we will utilize our school staff and fiscal resources to carry out our instructional strategies/activities to achieve our goals.

## 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.

### **Annual Goal #2**

- To build upon the work achieved the previous school year in Mathematics, by implementing an increase of assessments and tasks (from two tasks to four) aligned to the CCLS and designed to demonstrate an increase in fluency, application and conceptual understanding. Students have completed two tasks as of January 2013 and will complete two more by June 2013.

### **Comprehensive needs assessment**

- The Mathematics Department included four module-wide tasks into the curriculum maps to increase the level of rigor within each module. In addition, these four tasks will serve as a common assessment tool for each grade level for teachers to review during common planning meetings.

### **Instructional strategies/activities**

- a) Teachers will create and use pre and post assessments aligned to the CCLS to properly groups students for modifying and adapting instruction.
- b) Unit-wide tasks will have a pre and post version to assess student progress within the unit.
- c) Teacher provided next-step comments will assist students in developing a plan of study to achieve mastery of the standards within each module.
- d) Entry points will be provided for all students based on formative assessment results.
- e) Curriculum maps will be continuously revisited by Common Planning Teams to include Scope and Sequence outlined by New York State and CCLS.
- f) Task specific rubrics, aligned to the CCLS will be implemented.
- g) Questions will require students to apply skills based on their understanding of acquired mathematical vocabulary, and the appropriate use of rulers and protractors.
- h) The Assistant Principal and Math Lead Teacher will attend network support meetings and provide professional development to teachers during common planning, inquiry team and department meetings.

### **Strategies to increase parental involvement**

- I.S. 25 utilizes PupilPath, which is a school management system to empower teachers and instantly provide snapshots to parents and students to better drive instruction and learning. Teachers, parents and students can keep up to date with assignments, have access to grades and communicate with one another using this program. . I.S. 25 will also be holding Math Common Core Workshops with parents to provide them with a deeper understanding of student expectations.

### **Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I     Title IIA     Title III     Grants     Other

If other is selected describe here: **NYSTL**

**Service and program coordination**

- As a non-Title I school, we will maximize the use of our Tax Levy and NYSTL resources to meet our goal since we do not qualify for “conceptual consolidation” and are not eligible to pool funds to address our instructional needs. Through careful planning and implementation of our instructional programs and with guidance and support from our Network Budget Director and Human Resources Director, we will utilize our school staff and fiscal resources to carry out our instructional strategies/activities to achieve our goals.

**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 with meaningful, formative feedback and next steps enabling teachers to continuously evaluate and revise their classroom practices to improve outcomes. Specific implementation goals for 2012-2013 are focused in the areas of designing coherent instruction, questioning and discussion techniques and using assessment in instruction. This will be measured by teachers having at least 6 informal observations and at least 2 formal observations by June 2013 and utilizing a Teacher Data Tracker to assess teacher progress.

**Comprehensive needs assessment**

- Based on student results on State ELA and Math Exams and the Citywide Instructional Expectations, we have identified the need to observe teachers more frequently; formally (at least two times per year) and informally (at least six times per year) and provide timely feedback to teachers utilizing the Danielson Framework.

**Instructional strategies/activities**

- Teachers’ classrooms will be visited for informal Teacher Effectiveness Walkthroughs a minimum of six times during the school year.
- Teachers will receive timely feedback (within 48 hours) and this feedback will contain next-steps for teacher improvement and the next-steps will be followed up on subsequent walkthroughs.
- Formal observations of teachers will take place two or more times per year, per teacher with timely feedback (within 48 hours).
- Both formal and informal observations will be closely aligned to the Danielson Framework.
- Teachers will deepen their understanding of the Danielson competencies that specifically focus on designing coherent instruction, using questioning and discussion techniques and the use of assessment in instruction by developing an understanding of Danielson within the school community.
- Based on actionable feedback, teachers will reflect on and shift their daily practice and the planning and implementation of Common Core aligned units.
- Teachers will participate in inquiry teams in order to analyze student work to adjust teaching practice and instructional planning.
- Administrators will infuse opportunities for teachers to explore the Danielson competencies during one-on-one conferencing, monthly department meetings and during professional development.
- School leaders will optimize resources, data and systems to support and monitor instructional work.
- The Network ELA and Math specialists will facilitate professional development that the Lead Teachers in ELA and Math will attend and then turn-key to the staff. Some of these Professional Development Workshops will include: Text-Dependent Question Development, Implications of Changes to the NYS ELA and Math exams, Increasing Classroom Rigor and Creating Effective Entry Points for Students.
- Lead teachers and Assistant Principals of Departments will sit in on Common Planning and Inquiry Team meetings and provide feedback.

**Strategies to increase parental involvement**

N/A

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I     Title IIA     Title III     Grants     Other

If other is selected describe here: **NYSTL**

**Service and program coordination**

- As a non-Title I school, we will maximize the use of our Tax Levy and NYSTL resources to meet our goal since we do not qualify for "conceptual consolidation" and are not eligible to pool funds to address our instructional needs. Through careful planning and implementation of our instructional programs and with guidance and support from our Network Budget Director and Human Resources Director, we will utilize our school staff and fiscal resources to carry out our instructional strategies/activities to achieve our goals.

### **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.

#### **Annual Goal #4**

- Building off of last year's work, to improve communication and sense of community between school and home so that all parties are informed and active in the life of each student. We will measure the improvement of parent involvement and communication by monitoring the communication portion of our Learning Environment Survey. In 2010-2011, parents gave us a 6.6 out of 10 and in 2011-2012, parents gave us a 6.9 out of 10. Our goal is to reach a 7.1 out of 10 on the 2012- 2013 Learning Environment Survey.

#### **Comprehensive needs assessment**

- Using feedback from our school's Learning Environment Survey and from our School Leadership Team, we have identified the need to continue in our efforts to improve communication between the home and school and to promote parent involvement.

#### **Instructional strategies/activities**

- a) The Parent Coordinator will communicate with parents through a school-wide e-mail system regarding school activities, community events, support services, and family enrichment activities.
- b) Teachers will utilize Datacation to post assignments, tests, projects, quizzes and graded classwork.
- c) Teachers will also use Datacation as a communication tool to send messages to parents, as well as, to complete progress reports.
- d) Parent Coordinator's monthly calendar and newsletter.
- e) The K-12 Alerts System will be utilized to provide timely information regarding school events, important dates, notices about upcoming assessments and workshop opportunities.
- f) School voicemail system has been updated and is available in English, Spanish, Korean, Chinese and Greek in order to accommodate our non-English speaking callers.

#### **Strategies to increase parental involvement**

- We will hold bi-monthly parent meetings during the school day and in the evenings on topics such as: Deepening the Understanding of the CCLS and the Citywide Instructional Expectations, Datacation, Coping With Daily Stress, Resolving Conflicts, Balancing Work and Family Life, Substance Abuse, Internet Safety, Recognizing Current Trends in Substance Prevention, High School Selection Process and School Safety Procedures.
- Infuse multiple opportunities to build a stronger sense of community through Urban Advantage Family Field Trips and the Annual Barnes and Noble Fundraiser.

#### **Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program(TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy    \_\_\_\_\_ Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

#### **Service and program coordination**

- As a non-Title I school, we will maximize the use of our Tax Levy resources to meet our goal since we do not qualify for "conceptual consolidation" and are not eligible to pool funds to address our instructional needs. Through careful planning and implementation of our instructional programs and with guidance and support from our Network Budget Director and Human Resources Director, we will utilize our school staff and fiscal resources to carry out our instructional strategies/activities to achieve our goals.



**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA: Grade 6- 62 Grade 7- 85 Grade 8-107	Instruction using differentiated materials to target student needs. Study Island/ESL Reading Smart.	Small group instruction.	Mandated extended day program.
Mathematics: Grade 6- 35 Grade 7- 73 Grade 8- 52	Instruction using differentiated materials to target student needs.	Small group instruction.	Mandated extended day program.
Science: Grade 6- 62 Grade 7- 85 Grade 8- 107	8 <sup>th</sup> Grade students use the Glencoe New York State Science Textbook to prepare for the 8 <sup>th</sup> Grade Science exam. Study Island/ESL Reading Smart.	Differentiated whole class instruction with entry points for ELLs, SWDs and SP students.	During the school day.
Social Studies: Grade 6- 62 Grade 7- 85 Grade 8- 107	Study Island/ESL Reading Smart.	Differentiated whole class instruction with entry points for ELLs, SWDs and SP students.	
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) Grade 6- 30 Grade 7- 30 Grade 8- 30	Counseling services.	One-to-one and/or group counseling, mediation and outside counseling recommendations.	During the school day.

### HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality

Perspective new hires' credentials are verified by our Network Human Resources Director to ensure that the candidate possesses the appropriate certification and licensure. The Principal utilizes the BEDS survey in order to verify and align each teacher's assignment with their license area. As a result, all teachers can be report as highly qualified on the BEDS Survey.

The following strategies and activities are used by I.S. 25 to attract highly qualified teachers to our school:

- We maintain regular contact with our Network Human Resources Director when we do have vacancies.
- Our administration participates in hiring fairs as needed.
- We are partnered with Queens College and support the grooming of student teachers in our search for HQT.
- We use Open Market to interview highly qualified teachers.
- Perspective teachers partake in a rigorous interview process that includes: interviews and demonstration lessons.
- New teachers are provided with a copy of the Common Core State Standards, curriculum maps and applicable instructional resources in addition to professional development opportunities.



**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**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 <b>Daniel Purus</b>	District <b>25</b>	Borough <b>Queens</b>	School Number <b>025</b>
School Name <b>Adrien Block</b>			

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

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

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

### D. School Demographics

Total number of students in school	<b>851</b>	Total Number of ELLs	<b>49</b>	ELLs as share of total student population (%)	<b>5.76%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

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

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

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

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

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

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

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

## Part III: ELL Demographics

### A. ELL Programs

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

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

**This school offers (check all that apply):**

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

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

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

### B. ELL Years of Service and Programs

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

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	46		2	3		0	0		0	49
Total	46	0	2	3	0	0	0	0	0	49

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

### C. Home Language Breakdown and ELL Programs

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

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

Dual Language (ELLs/EPs)																				
9-12																				
Number of ELLs by Grade in Each Language Group																				

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							4	2	2					8
Chinese							2	10	4					16
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean							5	5	3					13
Punjabi														0
Polish														0
Albanian								1						1
Other							2	6	3					11
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>13</b>	<b>24</b>	<b>12</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>49</b>

# Part IV: ELL Programming

## A. Programming and Scheduling Information

## A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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

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

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

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

## A. Programming and Scheduling Information

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

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

### Courses Taught in Languages Other than English ⓘ

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

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

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

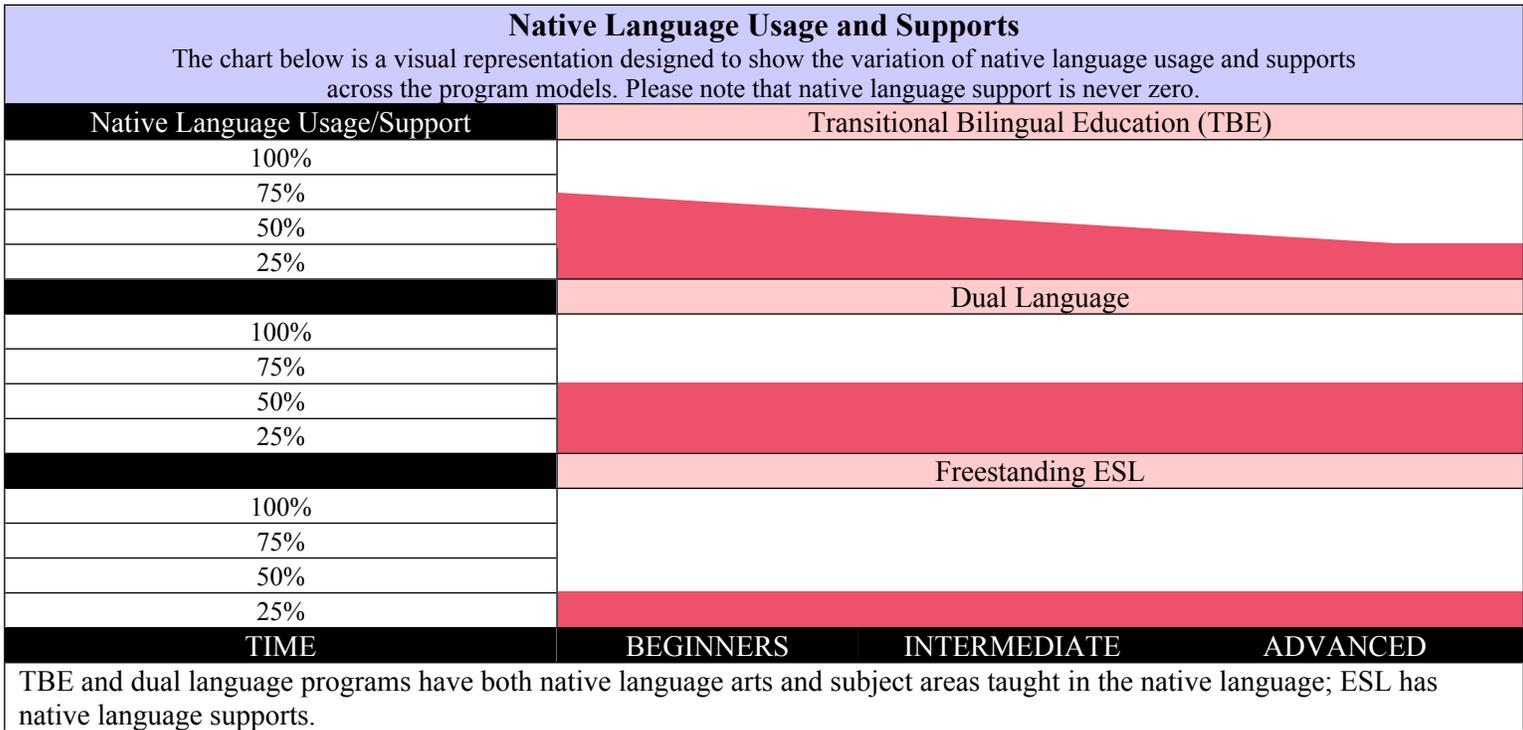
### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> 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

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

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

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

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

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

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

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

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

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

16. We do not offer any at this time.

17. ELLs in the 8<sup>th</sup> grade are offered a foreign language, Spanish.

## C. Schools with Dual Language Programs

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

N/A

#### **D. Professional Development and Support for School Staff**

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

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

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

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

#### **E. Parental Involvement**

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

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

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

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

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

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							3	5	4					12
Intermediate(I)							6	7	4					17
Advanced (A)							4	12	4					20
Total	0	0	0	0	0	0	13	24	12	0	0	0	0	49

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	3	2	0	0	5
7	5	6	1	0	12
8	5	3	1	0	9
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	2		2		5		0		9
7	0		3		7		5		15
8	0		4		4		3		11
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	9		6		6		1		22
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra	1		1	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				

### New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Living Environment	1		1	
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

### Native Language Tests

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

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

1. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. 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?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. We use the LAB-R, NYSESLAT, Periodic Assessments, portfolios, teacher observations and state ELA and Math scores to assess our students. Our ELLs typically excel in the area of Mathematics so we have concentrated our efforts on English Language Arts for ELLs.
2. Our NYSESLAT scores indicate that student performance has been growing each year with increases in movement from Beginner to Intermediate and Intermediate to Advanced. However, we have found that our ELL population is weakest in reading and writing.
3. Our initiative for IS 25 this year continues to be Writing Across the Curriculum while introducing new genres of writing. This initiative is included in all classes. This is supported by the ESL teachers pushing into the subject classes. This initiative will assist the ELL

population with their reading and writing skills. Achieve 3000 will also help to address the deficiencies in reading and writing.

4. The NYSESLAT, Periodic Assessments and state ELA exam scores indicate that our students need to improve their reading and writing skills. Our ESL teachers breakdown the results of the NYSESLAT and discuss the different modalities with the subject area teachers. They also work with the subject area teachers to differentiate and scaffold lessons for ELLs.

5. N/A

6. We evaluate the success of our program for ELLs by examining assessment data from exams, tracked performance on Achieve 3000, conferencing with students, class projects, teacher observations and portfolio assessments.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

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

School Name: \_\_\_\_\_

School DBN: \_\_\_\_\_

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Irene Cacanando-Zimmit	Other <u>AP</u>		10/25/11
Jordan Fitzgerald	Other <u>AP</u>		10/25/11
	Other		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

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

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

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

**Part A: Needs Assessment Findings**

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

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

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

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

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

- Punjabi
- Greek

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

## **Part B: Strategies and Activities**

---

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

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

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

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

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

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

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

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

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 50
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2
# of certified ESL/Bilingual teachers: 1
# of content area teachers: <u>-1</u>

## 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: In an effort to address the needs of our ELL students, we will be establishing a Saturday ELL's Academy. This Academy will address the needs of current and former ELL students in the area of ELA. The program will begin on Saturday, January 12, 2013 and end on Saturday, April 13, 2013.

In addition, we are purchasing a web based program called ESL Reading Smart. This is a supplemental web-based reading program that provides individualized instruction in English language arts and reading. Teachers can implement ESL Reading Smart through student-centered, online practice, or in small groups. ESL Reading Smart includes diagnostic placement tests, develop reading proficiency with an emphasis on literacy and academic language, individualizes instruction with lexiled reading passages and is correlated to the Common Core State Standards. It contains a Newcomers section and a four level, lexiled reading program.

During the Saturday Program, ESL students will have 3 hours of instruction. This instruction will be broken up into three sections: Direct Instruction in Reading and Writing, Direct Instruction in Speaking and Listening and ESL ReadSmart Reading Program.

Students will be working with lexiled practice based on their diagnostic placement test results during their time in the computer lab. Teachers will also translate key terms and concepts of each day's lesson into student's native languages using an iPad or electronic translator. Scaffolding is provided to increase students' academic language. Audio books are used to reinforce and improve auditory skills and oratory skills.

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

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

## 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

### Part C: Professional Development

Begin description here: ESL teachers have attended and continue to attend professional development seminars to help deliver better services more efficiently to the ELLs. Much of the professional development has covered the theoretical and practical aspects of bringing academic language to our ELLs. Some professional development targeted "Best Practices" with our ELLs. They have also attended professional development focused on Common Core State Standards and continue to do so. Some Professional Development planned for this year and attended by select teachers and administrators include: the ELL Literacy Conference which will focus on strengthening instruction for ELLs, Common Core Learning Pilot for ELLs which will involve best practices in providing Common Core Learning Standards (CCLS) instruction for ELLs, as well as, in-house Professional Development provided by Carol Turoff from CITE (Center for Integrated Teacher Effectiveness) geared towards: differentiating, questioning and discussion techniques and student engagement. Teachers of ELLs and content area teachers will also attend professional development on how to implement the ESL Reading Smart computer based program in their classrooms and in the computer lab. The teachers that attend these PDs will then turnkey the information to the rest of the staff including subject area teachers that they work with in a push-in capacity and Special Education teachers during weekly common planning periods and during weekly inquiry team meetings.

### Part D: Parental Engagement Activities

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

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

Begin description here: We offer 3-4 meetings a year for our ELL parents. We had our first orientation meeting on September 24, 2012. There were approximately 6 families represented at the meeting. We provided translators in three languages (Spanish, Korean, Chinese). We offer email addresses to the parents and take parent e-mail addresses for a mailing list. We always involve our Parent Coordinator, Ms. Trotter, in all activities for the parents of ELL students. We offer translators, as often as possible, at our monthly PTA meetings. We also provide parent trainings regarding Datacation and ARIS. This year we will also have workshops for parents designed to familiarize them with ACUITY as well so that they have access to their child's progress in ELA and Math throughout the year. ELL parents are encouraged to participate in monthly PTA meetings and are welcome to serve on the School Leadership Team. We are currently in a partnership with the Childcenter of New York's Asian Outreach Program. This program is licensed by the New York State Office of Alcoholism and Substance Abuse (OASAS). This program provides maximum outpatient support and treatment including assessment, individual and family counseling for Asian community members suffering from alcohol and drug abuse and their significant others. The program also provides: Individual and Family Counseling, Child and Adolescent Academic Problems, Mental Health Disorders, Depression and Social Isolation, Stress Management, Medication Management and Crisis Intervention. We also have a social worker provided by the Asian Outreach Center that works in our building one day per week. We evaluate the needs of the parents through conversations and conferences with parents and with our Parent Coordinator and our Guidance Counselors. All of our parent involvement activities are geared towards assisting and supporting parents in supporting their children. In order to familiarize parents with the expectations teachers had for their children, we had an Open School Night for parents to meet with teachers and discuss expectations. We

**Part D: Parental Engagement Activities**

will also offer a parent workshop on the ESL Reading Smart program in order for parents to become familiar with its use at home. Our parent coordinator, offers parent workshops for Datacation on a monthly basis and this year we will add workshops on ARIS and ACUITY. We are also in the process of developing workshops to familiarize parents with the Common Core State Standards and the curriculum. These workshops will be offered at 1:00 PM and 5:30 PM in order to accommodate our parents' diverse schedules.

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>	\$8358.24	Title III funds to be used for teacher and supervisor per session to support the ELL Saturday Academy. Supervisor per session- \$1,733.16 (1 supervisor X 3 hrs/day X 11 weeks= 33 hours X \$52.52) Teacher per session- \$6,625.08 (4 teachers X 3hrs/day X 11 weeks= 132 hrs X 50.19)
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	N/A	N/A
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	Supplies and materials: \$1,197.00 Instructional Supplies- \$444.76	3 iPads at \$399.00 each.  Supplemental instructional supplies such as chart paper, highlighters, applications for iPad, Post-its, etc. were purchased to support activities during the direct instruction period.
Educational Software (Object Code 199)	\$1,200	The ESL Smart Program is a supplementary web based reading program that was purchased for ELLs, as well as, other students by co-mingling funds. ESL Smart is for use with ELLs and former ELLs after school and during the Saturday Academy.
Travel		

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Other		
<b>TOTAL</b>		11, 200