



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: ADRIEN BLOCK I. S. 25
DBN (i.e. 01M001): 25Q025
Principal: MARYELLEN BEIRNE
Principal Email: MBEIRNE@SCHOOLS.NYC.GOV
Superintendent: DANIELLE DIMANGO
Network Leader: MICHAEL DANTONA

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
MaryEllen Beirne	*Principal or Designee	
Dawn Fahrenkrug	*UFT Chapter Leader or Designee	
Elizabeth Nuzzo	*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	
Leslie Shepperson	Member/ Teacher	
Evan Weintraub	Member/ Teacher	
Cheryl Fried	Member/ Teacher	
Delisa Tapia	Member/ Teacher	
La'Toya Foster	Member/ 8 th Grade Parent	
Mara Gorel	Member/ 7 th Grade Parent	
Anne Park	Member/ 6 th Grade Parent	
Maria Tegerides	Member/ 6 th Grade Parent	
Sheryl Fine	Member/ 7 th Grade Parent	
	Member/	

**Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	School Leadership Team Signature Page
X	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
N/A	Title I Plan (Only for schools receiving Title I funding)
N/A	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, 100% of ELA teachers will have implemented Expeditionary Learning Curriculum to ensure all students are receiving standards based instruction as evidenced by samples of student work that show growth based on an Expeditionary Learning standardized rubric.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

“Ensure appropriate, engaging, rigorous, and coherent curricula in all subjects accessible for a variety of learners and aligned to Common Core and/or Content Learning Standards.” (2013-2014 Quality Review Rubric, 1.1)

Based on the results of the 2012-13 New York State Common Core ELA Exam, Grade 6 has 50% of the students performing at a Level 1 or 2, Grade 7 has 59% performing at a Level 1 or 2 and Grade 8 has 57% performing at a Level 1 or 2. In addition, our 2012-2013 Quality Review Report states, “...not all teachers are fully utilizing the standards to inform their planning at a high level and standards based curriculum is not consistent across grades, subjects and classrooms. Although curriculum maps contain recommended strategies for student subgroups, academic tasks are not crafted to provide full access for all learners.” Because of these results, I.S. 25 has adopted the Expeditionary Learning Curriculum.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Teachers in ELA on all grade levels, will begin using the Expeditionary Learning Curriculum and implementing its protocols in their classrooms.
2. Teachers will use Expeditionary Learning Rubrics to evaluate student writing, as well as, mid and post unit assessments to assess student growth.
3. Teachers will continuously assess and reflect on the effectiveness of the curriculum, modules and lessons based on summative and formative data and make adjustments, accommodations, Access for All Strategies and extensions to lessons and curriculum.

B. Key personnel and other resources used to implement each strategy/activity

1. Assistant Principal of ELA, ELA Lead Teacher, ELA teachers
2. Assistant Principal of ELA, ELA Lead Teacher, ELA teachers
3. Assistant Principal of ELA, ELA Lead Teacher, ELA teachers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. The Assistant Principal of ELA will conduct walkthroughs to assure that curricular protocols are in place.
2. The Assistant Principal of ELA and the ELA Lead Teacher will attend Inquiry Team meetings to ensure that student work is being evaluated and next steps are put in place.
3. The Assistant Principal of ELA and the ELA Lead Teacher will attend Common Planning meetings to support and supervise the adjustment of curriculum, modules and lessons.

D. Timeline for implementation and completion including start and end dates

1. This will take place throughout the year between September 2013 and June 2014.
2. This will take place throughout the year between September 2013 and June 2014.
3. This will take place throughout the year between September 2013 and June 2014.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Teachers will attend Department of Education Expeditionary Learning Professional Development and turnkey learning to the rest of the ELA Department.
2. Inquiry Teams composed of same grade level ELA teachers, will have two periods programmed into their schedules per week, as well as, two additional meetings twice per month, to meet and analyze student work for growth.
3. ELA teachers will have two additional forty-five minute meetings per month to work on curriculum reflection and planning.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent

Involvement Policy (PIP).

In order to familiarize parents with our new curriculum for ELA, Expeditionary Learning, we will conduct a parent workshop explaining the structure and expectations of the curriculum and Common Core Learning Standards. In addition, Datacation is utilized by all ELA teachers to communicate the students' progress to parents.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

Goal and Action Plan #2

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, to demonstrate an increase in fluency, application and conceptual understanding in Mathematics by integrating Connected Math 3, the CCLS aligned curriculum, common assessments and an increase of performance tasks from two – four as evidenced by units of study, lesson plans and student products

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

“Ensure appropriate, engaging, rigorous, and coherent curricula in all subjects accessible for a variety of learners and aligned to Common Core and/or Content Learning Standards.” (2013-2014 Quality Review Rubric, 1.1)

Based on the results of the 2012-13 New York State Common Core Math Exam, Grade 6 has 44% of the students performing at a Level 1 or 2, Grade 7 has 43% performing at a Level 1 or 2 and Grade 8 has 54% performing at a Level 1 or 2. Because of these results, I.S. 25Q has adopted the CMP 3 curriculum to better address the student's mathematical knowledge, conceptual understanding and procedural skills. This curriculum also addresses the identified area of need, specifically solving real world and mathematical problems. This area of need is based on the 2012-13 NYS Math Exam results by standard.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Pre and post assessments and pre and post tasks will be used for each unit to track student progress and properly group students.
2. Common planning teams meet twice a week to discuss student work, common rubrics, assessments, tasks, curriculum mapping to infuse CMP3, and developing strategies to address “Access for All”.
3. The Assistant Principal and Math Lead Teacher will attend network support meetings and provide professional development to teachers during curriculum planning meetings and department meetings.

B. Key personnel and other resources used to implement each strategy/activity

1. Principal, Math Assistant Principal, Math Lead Teacher, Grade level teachers, Datacation- Data Driven Classroom assessment tool, CMP3
2. Principal, Math Assistant Principal, Math Lead Teacher, Grade level teachers, Common Planning Periods, Datacation- Data Driven Classroom, CMP3 Curriculum and Study Island.
3. Principal, Math Assistant Principal, Math Lead Teacher, Grade level teachers, Datacation- Data Driven Classroom assessment tool, CMP3, CFN 609 Math Achievement Coach.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Common Planning teams will complete templates at their meetings to track their progress in analyzing student work, CCLS aligned rubrics, curriculum maps, common exams and access for all strategies.
2. The Assistant Principal of Math will conduct walkthroughs to assure that curricular protocols are in place.
3. Information gathered at CMP3 Professional Development sessions is turn-keyed at professional development and common planning team meetings.

D. Timeline for implementation and completion including start and end dates

1. This will take place throughout the year between September 2013 and June 2014.

2. This will take place throughout the year between September 2013 and June 2014.
3. This will take place throughout the year between September 2013 and June 2014.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Common planning teams meet twice a week to develop common assessments, exams and tasks, as well as, two additional meetings per month.
2. Common planning teams meet twice a week and complete meeting templates with next steps that are emailed to the Principal at the end of each week.
3. Multiple teachers are sent to CMP3 professional development opportunities throughout the school year along with school visits from CFN 609 Math Achievement Coach.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

In order to familiarize parents with our new curriculum for Math, CMP3, we will conduct a parent workshop explaining the structure and expectations of the curriculum and Common Core Learning Standards. In addition, Datacation is utilized by all Math teachers to communicate the students' progress to parents.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

Goal and Action Plan #3

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, school leaders will utilize the new teacher evaluation system to successfully complete the observing and reporting of all required teachers and this will be evidenced by observation reports aligned with the new Danielson rubric.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Use the observation of classroom teaching with teacher practice rubric and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection, with a special focus on new teachers. (2013-2014 Quality Review Rubric, 4.1)

Based on the new teacher evaluation system (ADVANCE) supervisors will be evaluating teachers choosing Option 1 a minimum of three times informally and one time formally. Option 2 teachers will be evaluated at least six times on an informal basis. Teachers will receive verbal and written feedback. Based on our 2012-2013 Quality Review Report which stated, "...school leader feedback from observations of strengths and areas for improvements in teacher practice does not yet thoughtfully and consistently align to a common teaching framework. As a result there are no clearly defined, shared expectations for teacher practice," this goal will be implemented. As a result, any common areas for improvement will be addressed in our Professional Development Plan.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Teachers' classrooms will be visited for informal teacher evaluations a minimum of three times per year and formally a minimum of once per year for Option 1 teachers. Teachers' classrooms will be visited for informal teacher evaluations a minimum of six times during the school year for Option 2 teachers.
2. Teachers will deepen their understanding of all of the twenty two Danielson competencies.
3. School leaders will optimize resources, data and systems to support and monitor instructional work including the ADVANCE website and ARIS Learn.

B. Key personnel and other resources used to implement each strategy/activity

1. Principal, Assistant Principals, Teachers, ADVANCE

2. Principal, Assistant Principals, Consultant from CITE, Teachers, Danielson Rubric
3. Principal, Assistant Principals, Lead Teachers, Consultant from CITE, Network Specialists, ADVANCE and ARIS Learn
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Teachers will receive timely feedback (within 48 hours) based on the Danielson Rubric and this feedback will contain next-steps for teacher improvement and the next-steps will be followed up on subsequent visits.
2. The Principal and Assistant Principals will utilize the ADVANCE web application to track the Ineffective, Developing, Effective and Highly Effective components of the Danielson rubric.
3. This data will drive our areas of focus for our weekly Danielson Professional Development with staff.
D. Timeline for implementation and completion including start and end dates
1. On an ongoing basis from September 2013 through June 2014.
2. Every Thursday from September 2013 through June 2014.
3. Four times per month from September 2013 through June 2014.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. The Principal and Assistant Principals maintain a calendar of teacher visits and discuss those visits during cabinet meetings.
2. The Principal, Assistant Principals and Consultant from CITE meet to plan and deliver professional development regarding the areas of the Danielson rubric that have been designated as areas of need based on walkthroughs and observations.
3. The Principal and Assistant Principals track teacher data through the ADVANCE website and address their findings through PD offered by the Cabinet, Carol Turoff and the Network Specialists.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
A PTA meeting will be held informing parents of the New Teacher Evaluation System. Additional workshops will be offered through the Parent Coordinator's Office.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
x	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #4

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
To maintain a culture that supports an active partnership between home and school and also meets the needs of parents by providing at least four workshops in the areas such as training on the CCLS, Expeditionary Learning, and Connected Math, as well as, being evidenced by at least a 5% increase in the usage of Skedula by parents.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
“Maintain a culture of mutual trust and positive attitudes that support the academic and personal growth of students and adults.” (2013-2014 Quality Review Rubric, 1.4)
According to the data on our 2012-2013 Progress Report, our school received a 9.4 out of a possible 15 points in the area of school environment. According to our data from Skedula/PupilPath, 50% of parents are registered and regularly communicating with teachers. To build off of our work from last year, parental involvement will continue to be a goal.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
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A. Strategies/activities that encompass the needs of identified subgroups
<ol style="list-style-type: none"> 1. The Principal and Assistant Principals will analyze data from the Learning Environment Survey and issues that arise at School Leadership Team meetings in order to address the needs and concerns of parents. 2. Teachers will utilize Datacation to post assignments, tests, projects, quizzes and graded classwork, as well as, for a communication tool between school and home. 3. The Parent Coordinator will publish and distribute a monthly calendar and newsletter that will be delivered to parents through backpacking with students, as well as, through a schoolwide e-mail system.
B. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> 1. Principal, Assistant Principals, Learning Environment Survey 2. Principal, Assistant Principals, Data Specialist, Students and Parents, Datacation/Skedula 3. Principal, Parent Coordinator, Students, Parents
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> 1. SLT Meetings and Parent Teacher Association meetings held monthly to evaluate systems put in place to address parent concerns. 2. The Data Specialist will monitor the Datacation registration and usage on a quarterly basis from September 2013 through June 2014. The Parent Coordinator will monitor invitations and attendance for parent meetings and workshops From September 2013 through June 2014. 3. Progress will be monitored through continued updating and evaluation of Parent Contact List (e-mail, mail, phone, etc.)
D. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> 1. Ongoing from September 2013-June 2014. 2. On a quarterly basis from September 2013 through June 2014. Attendance at parent meetings and workshops will be monitored on an ongoing basis between September 2013 and June 2014. 3. Monthly from September 2013-June 2014.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> 1. PTA meetings held on a monthly basis and attended by school administration. 2. Parent workshops in the areas of CCLS, CMP3, Expeditionary Learning and Datacation. 3. Use of Datacation in order to maintain an open communication between the school and home.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
Please see all of the above.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

Goal and Action Plan #5

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 #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

4. Strategies/activities that encompass the needs of identified subgroups
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1.
5. Key personnel and other resources used to implement each strategy/activity
1.
6. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
7. Timeline for implementation and completion including start and end dates
1.
8. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

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Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	<p>ELA Grade 6- 108 Grade 7- 149 Grade 8- 153</p> <p>Instruction using Access for All strategies and materials to target student needs. Expeditionary Learning Curriculum. Study Island/ESL Reading Smart.</p>	Small group instruction.	Mandated extended day program.
Mathematics	<p>Mathematics Grade 6- 108 Grade 7- 149 Grade 8- 153</p> <p>Instruction using access for all strategies and materials to target student needs. CMP3 Math Curriculum.</p>	Small group instruction.	Mandated extended day program.
Science	<p>Science Grade 6- 108 Grade 7- 149 Grade 8- 153</p> <p>8th Grade students use the Glencoe New York State Science Textbook to prepare for the 8th Grade Science exam. Study Island/ESL Reading Smart.</p>	Whole class instruction with access for all accommodations for all students (ELLs, SWDs, General Education, SP).	During the school day.
Social Studies	<p>Social Studies Grade 6- 108 Grade 7- 149 Grade 8- 153</p> <p>Study Island/ESL Reading Smart.</p>	Whole class instruction with access for all accommodations for all students (ELLs, SWDs, General Education, SP)	During the school day.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Grade 6- 26 Grade 7- 18 Grade 8- 23</p> <p>Counseling services.</p>	One-to-one and/or group counseling, mediation and outside counseling recommendations.	During the school day.

Title I Information Page (TIP)
For Schools Receiving Title I Funding

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.				
	School Wide Program (SWP)		Targeted Assistance (TA) Schools	X
				Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. 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 level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;

- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

Our school, 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

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments 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 by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening 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 the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

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 child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

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 child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- 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:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 25	Borough Queens	School Number 025
School Name Adrien Block I.S. 25		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal MaryEllen Beirne	Assistant Principal Nancy DePoalo
Coach Donna Ituarte	Coach Delisa Tapia
ESL Teacher Anli Koo	Guidance Counselor Rosanna Perez
Teacher/Subject Area Evan Weintraub	Parent Peizhen Huang
Teacher/Subject Area	Parent Coordinator Jaclyn Trotter
Related Service Provider Gail Steinman	Other Irene Cacanando-Zimmet/A.P.
Network Leader(Only if working with the LAP team) N/A	Other Jordan Fitzgerald/A.P.

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	2	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	781	Total number of ELLs	59	ELLs as share of total student population (%)	7.55%
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Part II: 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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In							1	3	2					6
Pull-out							5	3	2					10
Total	0	0	0	0	0	0	6	6	4	0	0	0	0	16

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	59	Newcomers (ELLs receiving service 0-3 years)	40	ELL Students with Disabilities	15
SIFE	1	ELLs receiving service 4-6 years	16	Long-Term (completed 6+ years)	3

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 SWD. [?](#)

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	40	0	6	16	1	10	3	0	2	59
Total	40	0	6	16	1	10	3	0	2	59

Number of ELLs who have an alternate placement paraprofessional:

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			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
SELECT ONE									0	0
SELECT ONE									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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							5	5	7					17
Chinese							8	9	7					24
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean							3	7	6					16
Punjabi														0
Polish														0
Albanian														0
Other							1	1						2
TOTAL	0	0	0	0	0	0	17	22	20	0	0	0	0	59

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)							7	8	10					25

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)							1	4	1					6
Advanced (A)							10	10	8					28
Total	0	0	0	0	0	0	18	22	19	0	0	0	0	59

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	7	3	0	0	10
7	10	4	0	0	14
8	11	2	0	0	13
NYSAA Bilingual (SWD)					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	6	0	1	3	1	1	0	0	12
7	1	6	1	7	0	3	0	1	19
8	0	9	0	2	0	4	0	1	16
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	4	0	3	2	4	10	0	2	25
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
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								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

We utilize ESL Reading Smart to assess each ELL student's English Language proficiency and then start them on an individualized program to meet them where they are and develop their English proficiency.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data reveals that the majority of our ELLs are either Beginner or Advanced with fewer at the Intermediate level. The majority of our Beginners are in Grade 8 and the majority of the Intermediate students are in Grade 7. Looking closely at each modality of the NYSESLAT, ESL teachers have identified areas for improvement with the majority of ESL students requiring extra support in Reading and Writing. This data has informed our school's instructional plan by guiding our curriculum mapping and lesson planning by including access for all students, specifically ELLs and strategies to address the needs of these students. In addition, we have purchased a web based English language learning program called ESL Reading Smart. ESL ReadingSmart helps middle school ESL students face the challenge of learning English while mastering content in academic subjects. We have also purchased additional SmartBoards and forty four iPads and an iPad cart so that ESL and content area teachers can use them specifically as translators and by utilizing programs and applications that allow for visual representation of content being taught.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAo tool](#))

The 2013 NYSESLAT Modality Sets are not available at this time.

4. For each program, answer the following:
 - a. 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?

The Periodic Assessments and State ELA exam scores indicate that our students need to improve their reading and writing skills.

Also, in looking at our Item Analysis for the State ELA test specifically, students are struggling in Literacy with Determining the Central Idea of a Text and Analyzing its Development and Determining or Clarifying the Meaning of Unknown Words and Multiple Meaning Words. These two areas are being addressed by focusing on academic and content area vocabulary in each and every subject area, as well as, teaching students how to identify the "gist" or central idea of a piece of text. Social Studies, Science, ELA, the Arts and Physical Education teachers are infusing literacy into their content areas with a strong focus on the areas identified through the item analysis. Our ESL teachers break down the results of the NYSESLAT/ELL Periodic Assessment and discuss the results within the different modalities with the subject area teachers. They also work with the subject area teachers to scaffold instruction and lessons for ELLs in conjunction with the curriculum being taught. The school leadership is using these results to inform programming, curriculum and student placement. Teachers use the data to scaffold instruction and support specific student needs. The native language is used as a tool to aide in understanding English. Students use electronic translators and iPads so that they can translate English content into their native language and words from their native language into English in order to support English language development.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

N/A

6. How do you make sure that a child's second language development is considered in instructional decisions?
Second Language Development is considered in all areas from student placement to programming to curriculum mapping and planning and professional development offered to all teachers. We have revisited our curriculum maps in order to include entry points for ELLs and access for all students. The -04 and -05 classes on each grade level contain a mix of general education and ELL

students. This is done so that when the ELL teachers are programmed to support students in the content areas, ESL teachers are able to work with the same groups of students throughout the school year and in various content areas. When teachers are mapping their curriculum and planning daily instruction, access for all students is planned for. Scaffolds and supports are in place to address the needs of all students, ELLs included. Professional Development for all teachers, not only teachers of ELLs, focuses on strategies used to address the needs of ELL students.

7. 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?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

There are various ways that we evaluate the success of our programs for ELLs. We utilize data from the NYSESLAT, State ELA and Math Scores, Data from ESL Reading Smart, data from the ELL Periodic Assessment, as well as, ongoing formative assessments and portfolios by teachers.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

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 the first ten days of school, the Lab-R is administered. Beginning January 2014, students will be assessed using the NYSITELL (New York State Identification Test for English Language Learners). The LAB-R is administered by a licensed ESL teacher. If, based on this test the students qualify for ESL services, they are then placed in the appropriate ESL program (beginner, intermediate, advanced) according to parent choice where feasible. 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. 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.

Parents are given an orientation within the first ten days of registering their child at I.S. 25. Entitlement letters, Parent Surveys and Program Selection Forms are immediately given to parents. The ESL Coordinator keeps records of all forms that are returned. IA 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 on hand, and the video is shown in the parents' home language. Parents have a choice of the program they prefer for their child. Parents of students that register after the school year has commenced 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 ESL 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. When a new admit enters the

building, the pupil accounting secretary does the intake procedure in conjunction with one of our ESL teachers. Included in the paperwork for the parent to fill out is the Home Language Identification Survey (HLIS) form. The ESL teacher talks to the parent either in English and/or native language (if the parent speaks language other than English. We use iPads to help translate and/or communicate). We show the video link in their native language that informs them of their choice. i.e. Dual Language, Transitional Bilingual Education, Freestanding English as a Second Language. Upon watching the video, if there are any concerns and/or questions from the parent, we address them accordingly. Whenever the HLIS is filled out in such a way that the student needs to take the LAB-R, an ESL teacher administers it within ten days of the student's admission. We also have the parent fill out the parent survey form according to their native language.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)

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. 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.

We encourage each parent to select his/her option honestly, even if his/her choice is not available at our school. If enough parents request the same program on contiguous grade levels, I.S. 25 will provide that program. All of this is communicated to the parents through our translators. The ESL Coordinator and the Pupil Accounting Secretary work together to ensure that the ELPC screen in ATS is updated within 20 days of student's admittal and placement.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Each year, near the time of NYSESLAT, the ESL teacher runs the report- RLAT from the ATS to determine which students needs to take the test. We administer the Speaking Test portion one student at a time. The ESL teacher administers this portion of the test to those students who she does not serve in order to comply - according to the administration manual. The ESL teachers administer the listening, reading, and writing tests, one modality per day. If there are any students that are absent from any and/or all of the modalities, there are days set aside to give make-ups. This is all done within the window prescribed by the state. We first administer the listening modality, then the reading, and finally the writing. Even for the absentees, we administer the modalities in the same order.

6. 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.) 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. 

A majority of I.S. 25 parents have selected the 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. Historically at I. S. 25, parents have overwhelmingly selected our Freestanding ESL option. This year out of fifty-nine students, twenty-two have chosen ESL, five have chosen Bilingual Education, twelve have chosen Dual Language and 15 are Special Education ELLs. Although parents have chosen transitional bilingual education, this choice was not on contiguous grade levels nor within the same language. However, if the languages were the same and the students were on two contiguous grade levels, a Dual Language Program would be created. In 2011-2012: 6 chose ESL and 5 chose Dual Language, in 2012-2013: 9 chose Dual Language, 5 chose ESL and 1 chose Bilingual Ed and this year: 6 chose ESL, 3 chose Dual Language, 1 chose Bilingual Education. The trend shows that parents prefer ESL over the other two programs for their children. Our school offers freestanding ESL program. We keep track of what parents choose every year by keeping record of their choices.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])? 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. However, over the past three years, we have made an effort to reduce the number of pull-out classes and increase the number of push-in classes. 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 academic vocabulary and concepts, along with background information our students need. For our pull-out programs, 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 ELA, Social Studies and Science classes in order to support ELLs towards reaching the Common Core Literacy Standards.
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)?

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 Literacy and ESL. Advanced students receive 180 minutes of instruction in Literacy and ESL. This is in addition to their regular English program. ESL teachers also push into content area subjects where the ELL students are, in order to support instruction and student learning.
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 foster language development and meet the demands of the Common Core Learning Standards.

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, lower level materials that correspond to the curriculum covered in Social Studies and Science. Additionally, we have purchased libraries with fiction and non-fiction multi-level books to assist our ELL learners. Glossaries are provided for all ELLs for each major subject. Forty-four iPads and an iPad cart have been purchased for use by ELLs. Many applications have been put onto the iPads to assist ELLs.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Students have an opportunity to take the State Math test in their native language where applicable.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
ELL students take the ELL Periodic Assessment which evaluates a student's Listening, Writing and Reading. Speaking is assessed through ongoing formative assessments in the classroom done by content area teachers and ESL teachers. This is done through sharing of groupwork and/or individual work with peers, through formative assessment protocols throughout the teaching and during summative assessments. Summative assessments consist of reading, writing and speaking.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Instruction is scaffolded for ELLs in each of their content area subjects. Curriculum Maps and lesson plans contain access for all with ELLs entry points specifically designed to support ELLs. We use a variety of methodologies in content area classrooms to address specifically. Vocabulary is selected in accordance to the subject area being taught and with consideration for each child's level of English proficiency along with necessary academic vocabulary that is used in all content areas. 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 and sentence starters. Native language support is given by the use of electronic glossaries and supplying various ELA and Social Studies materials in native languages. Our plan for Newcomers includes partnering these students with another student that speaks the same language in order to be a support for the Newcomer. We also provide these students with ESL Reading Smart, glossaries and iPads to be used for translation and scaffolded instruction, and extended day services. Last year we conducted a Saturday ELLs Academy and we plan to have one for the 2013-2014 school year also. Our plan for long term ELLs, teachers place a strong focus on academic vocabulary necessary for the to succeed and in all content areas. Teachers use Access for All strategies based on formative and summative data when curriculum mapping and lesson planning. Long term ELLs also participate in ESL Reading Smart and are invited to attend the Saturday ELLs Academy, as well as receiving extended day services. We have on SIFE student who is in our Special Placement class in Grade 7. However, she does receive her mandated ESL services.

7. 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?
Strategies that are utilized by teachers of ELL-SWDs include but are not limited to the strategies mentioned in the response to #6 in addition to recommendations made on their IEP. Two of our ELL-SWD students have a bilingual para in the classroom. Other students benefit from translated work in the native language and scaffolds for English language texts and classwork. Grade appropriate text from the Common Core Library is also utilized. ESL ReadingSmart is also utilized as an effective web-based learning environment designed to accelerate English language development (ELD) for English Language Learners in grades 4 through 12, college, and adult education programs. Each lesson contains activities and reading selections for students, as well as online lesson plans, worksheets, and printable handouts for teachers. Instructional materials are written at a variety of English proficiency levels, helping teachers solve the challenge of teaching ELLs in multi-level classrooms. ESL Reading Smart content is designed to accelerate English language development, support state ESL learning objectives, track students English language development, integrate ELA and ESL objectives and integrate reading, writing, listening and speaking skills. Our newly arrived

ELL students meet with the ESL teachers two days per week after school for additional English instruction, in addition to the six to eight periods a week of ELA instruction. Newcomers are also provided with electronic glossaries for use in all subject areas. 44 iPads and an iPad cart have been purchased specifically for use with our ELL population.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
- ESL students are mainstreamed in every subject area and they are provided support by having instruction scaffolded to meet their needs and their proficiency levels, as well as, having push-in ESL teachers to work with them in various areas of Literacy. This provides for the least restrictive learning environment for ELL-SWDs.

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
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	45 minutes per day	45 minutes per day	45 minutes per day

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

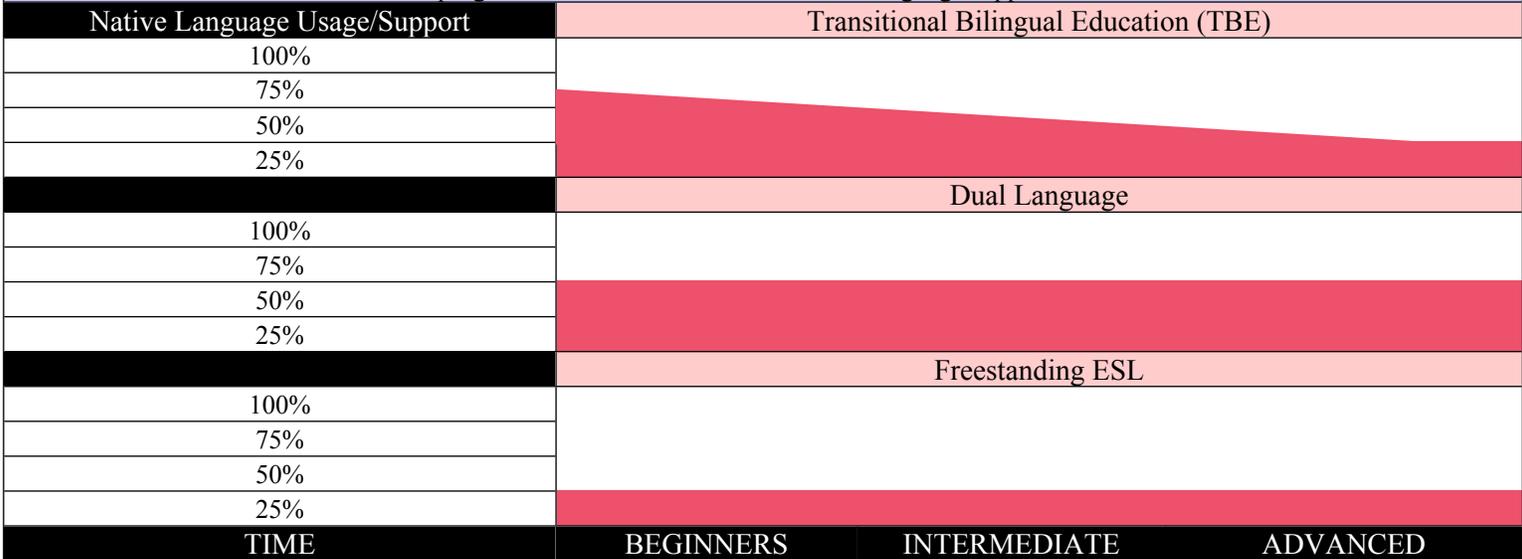
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

9. 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.

This year we will build upon our work using ESL Reading Smart, as we did last year, for all of our ELL students. ESL ReadingSmart is an effective web-based learning environment designed to accelerate English language development (ELD) for English Language Learners in grades 4 through 12, college, and adult education programs. Each lesson contains activities and reading selections for students, as well as online lesson plans, worksheets, and printable handouts for teachers. Instructional materials are written at a variety of English proficiency levels, helping teachers solve the challenge of teaching ELLs in multi-level classrooms. ESL Reading Smart content is designed to accelerate English language development, support state ESL learning objectives, track students English language development, integrate ELA and ESL objectives and integrate reading, writing, listening and speaking skills. Our newly arrived ELL students meet with the ESL teachers two days per week after school for additional English instruction, in addition to the six to eight periods a week of ELA instruction. Newcomers are also provided with electronic glossaries for use in all subject areas. They also receive instruction using ESL Reading Smart to improve their vocabulary and comprehension skills. All of our ELL students are offered after school classes two 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 six to eight periods of ELA instruction a week. Students in the 8th grade take Spanish class three periods a week. Our 7th grade classes are taking Spanish also.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

During the 2012-2013 school year, we implemented an ELLs Saturday Academy for current and former ELLs to prepare them for the State ELA and Math tests. We will be having an ELL Saturday Academy for the 2013-2014 school year also. We began using ESL Reading Smart, a web based computer program, last year and will continue to do so this year. We met our AYP in ELA and Math for the 2012-2013 school year.

11. What new programs or improvements will be considered for the upcoming school year?

We have lessened our number of pull-out periods per week and instead increased our puh-in services. We have provided professional development for ESL teachers so that they can help to support our new ELA curriculum, Expeditionary Learning and Literacy across all content areas. We will continue to utilize ESL Reading Smart and we will implement a Saturday ELLs Academy for the 2013-2014 school year.

12. What programs/services for ELLs will be discontinued and why?

We do not plan on discontinuing any ELL services.

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

ELLs have access to all school programs. These programs include: Saturday ELLs Academy, Extended Day, Skedula/PupilPath, Study Island/ESL Reading Smart, Student Government, Safety Squad, Cheerleading, Football, Keyboard, Band, Chorus, Dance and Art (Grade8). This year we will use our Title II allocation to hold an Saturday ELL Academy which will prepare ELLs for the NY State ELA and Math Exams.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

ELLs are given a copy of the class novels and Student Workbooks in ELA and in Math they are given materials provided by the teacher. In Social Studies and Science, ELLs have access to the texts being used and in some cases have translated versions of the textbooks in addition to the English versions. ELLs are provided with dictionaries/glossaries for each content area, electronic translators are also available, as well as, iPads. iPads are pre-programmed with translation and interpretations apps. ELLs have access to ESL Reading Smart, a web based program designed to accelerate English language development.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Native language support is delivered by classroom materials being translated, when necessary, to accommodate a student's native language while supporting current curriculum demands. Students also have use of technology to assist them in maneuvering between their native language and their English language learning.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

All resources, regardless of the subject area, correspond to the student's age and grade level. There are different curricula for each grade level/subject area. In addition, teachers utilize appropriate supporting text comparable to the student's proficiency level in

an effort to scaffold towards higher level text.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

We have an Open House in the Spring for students planning on attending I.S. 25 the following September. This event is held in the evening and is attended by our ESL teachers so that they can provide information about student expectations, curriculum and program offerings. We have translators of different languages available for use by parents. Once school starts in September, we hold an orientation for parents of ELLs. It is hosted by our ESL Department and attended by the Principal, supervisor of ESL, Guidance Counselor and our Parent Coordinator.

18. What language electives are offered to ELLs?

Seventh and eighth grade ELLs take Spanish.

19. For schools with dual language programs:

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

N/A

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

Professional Development is provided to all faculty members, including teachers of ESL. These professional development takes place every first and second Monday of the month, as well as, on Chancellor's Conference Days. We provide ongoing Professional Development on ELL strategies and methodologies, as well as, best practices. This PD is offered during staff development meetings, department meetings, faculty meetings and during feedback sessions with individual teachers.

ESL and content area teachers attend professional development given by our Network, the Department of Education, Carol Turoff

(a consultant from CITE) and professional development offered by the supervisor of the ESL Department. During the 2012-2013 school year, our ESL teachers attended the New York State TESOL Conference and they will also attend during the 2013-2014 school year. Some professional development has been including Access for ALL (ELLs being one subgroup) when curriculum mapping

and lesson planning. Academic Language has been another area of focus for professional development as it relates to ELLs. Scaffolding, conferencing, guided reading, close reading, analyzing student work, increasing accountable talk strategies and using formative assessments are all areas for professional development planned for this year. Information obtained by supervisors at Professional Development taught by Maryann Cucchiara for one particular session and another taught by Kate Kinsella has been turnkeyed to all Literacy teachers/ESL teachers. Professional Development for the 2013-2014 school year includes topics such as: Total Physical Response (TPR), Using Guiding Questions to Move to Higher Order Questioning, Utilizing and Teaching

Academic

Vocabulary, Deconstruction and Reconstruction of Challenging Text, Identifying Challenging Material for ELLs, Strategies to Scaffold

Content Area Curriculum.

Our guidance counselors work with ELL students that are transitioning into middle school from elementary school and also preparing

middle school ELLs for high school. New students are given a partner in their class that speaks the same language from the start so

that new students are not on their own and have a buddy to familiarize them with the school and its programs. In addition, during the 2013-2014 school year, 8th Grade ELL students visited Flushing International High School to familiarize them with the school and

its offerings so that they might include it in their choices for high school.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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 between three and four meetings per year for our ELL parents. We had our first orientation meeting for parents of new ELLs on Tuesday, September 21, 2013. There were approximately four families represented at the meeting. We provided translators in two languages; Korean and Chinese. We offer email addresses of school staff 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 and on Parent Teacher Conference days. We also provide parent trainings regarding Skedula/PupilPath. 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 navigating Skedula and therefore we addressed this need by providing parent workshops. We have continued these activities for the 2013-2014 school year.

E. 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 response to question here:

Part VI: LAP Assurances

School Name: Adrien Block I.S. 25**School DBN: 25Q025****Signatures of LAP team members certify that the information provided is accurate.**

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
MaryEllen Beirne	Principal		11/15/13
Nancy DePoalo	Assistant Principal		11/15/13
Jaclyn Trotter	Parent Coordinator		11/15/13
Anli Koo	ESL Teacher		11/15/13
Peizhen Huang	Parent		11/15/13
Evan Weintraub/SS	Teacher/Subject Area		11/15/13
	Teacher/Subject Area		
Donna Ituarte/ELA	Coach		11/15/13
Delisa Tapia/Math	Coach		11/15/13
Rosanna Perez	Guidance Counselor		11/15/13
Michael Dantona	Network Leader		11/15/13
Irene Cacanando-Zimmet	Other <u>AP</u>		11/15/13
Jordan Fitzgerald	Other <u>AP</u>		11/15/13
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 6 Network: 609

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.

A needs 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 is available in several translations and is sent home with students. The participants of the survey included all students: English Language Learners, Students With Disabilities and General Education students. We also know through the Learning Environment Survey that language and communication with parents is essential. Our school has adapted Datacation where e-mails can be sent to parents from teachers and other school staff in the students' native language.

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.

After evaluating the school's written translation and oral interpretation needs, we mostly need to provide language translations to our Korean and Chinese parents. However, we do have a few students whose parents could use clarity in the following languages:

- Spanish
- Mandarin
- Chinese
- Greek
- Urdu
- Korean
- Vietnamese
- Cantonese
- Pashto

- Polish
- Portugese
- Arabic
- Japanese
- Albanian
- Hindi
- Pilipino
- Farsi
- Guyanese
- Serbian Croatian

We also have two households where there is a deaf parent.

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.

The written translation services that the school will provide are as follows: any written materials that are sent home to parents will be translated into 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:

- student performance
- Parent-teacher conferences
- upcoming school activities/school trips
- promotional/graduation requirements
- high school selection process
- Building Response Team information

Parents and students also have access to a web-based student performance program called Datacation in which teachers can send translated communications to the parents of individual students in their native languages.

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.

The oral interpretation services that the school will provide are over-the-phone translation services provided by the Translation and Interpretation Unit, as well as, scheduling interpreters for school events. This is utilized during parent-teacher conferences, during PTA meetings, IEP meetings and on an as needed basis. We also utilize our staff as in-house translators. For the students whose parents are deaf, we utilize the Sign Language Interpreter Request Form from the office of Interpreting Services. This provides them with an interpreter for the above mentioned activities. For phone conversations, we utilize a telephone relay service in order for school staff to communicate with these parents.

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 the Chancellor's Regulations by having translation services provided and documents prepared in accordance with Section VII of the Chancellor's Regulations A-663. During the 2013-2014 school year, these services will continue. 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. Parents will be provided with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. Translated versions of this document are also provided. We post near the primary entrance to the school, a sign in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services.

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"> Per session Per diem 	\$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"> High quality staff and curriculum development contracts. 	N/A	N/A
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	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		
TOTAL		11, 200