



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: THOMAS J. McCANN
DBN (i.e. 01M001): 24Q125
Principal: JUDY L. MITTLER
Principal Email: JMITTLE@SCHOOLS.NYC.GOV
Superintendent: MADELINE TAUB-CHAN
Network Leader: D. FOLEY

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
Judy Mittler	*Principal or Designee	
Judy Glazer	*UFT Chapter Leader or Designee	
S. Vega	*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	
Kathleen Dalton	Member/ CSA	
Jason Leibowitz	Member/ UFT	
Mary Lobello	Member/ UFT	
Rita. Aspiroz	Member/ parent	
Jody. Hernandez	Member/ parent	
C. Masiello	Member/ SAPIS	
Marwa Kissba	Member/ 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
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ 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)
x	Title I Plan (Only for schools receiving Title I funding)
x	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, administrators will conduct at least 4-6 observations determined by teachers' observation choice and provide feedback using the Danielson Framework with the focus of increasing teacher instructional practice as evidenced by 60% of teachers increasing one level of proficiency in domains 3B and 3D.

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.

Initial teacher observations indicated that 75% of teachers observed received a Developing or Ineffective on their HEDI score for domain 3B. 60% of teachers received Developing or Ineffective on their HEDI score for domain 3D.

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. A Core Inquiry Team has been created. Lead and master teachers meet with administration once a week to participate in a think-tank with the focus on the Danielson Framework for Teaching. Four groups of three have been created, with each group focusing on a different domain. Teachers collaborate with the Core Inquiry Team members to further their understanding of the Danielson Framework.
- B. Key personnel and other resources used to implement each strategy/activity**
1. Core Inquiry team, principal, assistant principals, lead teachers, network assistance.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. All teachers that received a Developing or Ineffective in their first observation in Domains 3B and/or 3D will be monitored for improvement in those domains.
- D. Timeline for implementation and completion including start and end dates**
1. Evaluation period is from 9/13 to 6/14.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Math and ELA lead teachers have been funded. Core Inquiry Team meets weekly at 7:15 AM and is funded.

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).

Strategies to increase parental involvement
Parents will be made aware of this goal by:

- Holding PTA meetings where the common core standards and mathematics shifts are discussed and identified for the parents.
- Conducting SLT meetings where the common core standards and mathematics shifts are discussed and identified for the parents.
- Back to school night for parents and students
- Parent Teacher conferences
- Weekly Parent workshops given by Parent Coordinator, Ms. Heather Strafer
- Information back packed home to parents

School messenger phone calls

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	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 #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, math teachers will have worked collaboratively to align units of study with the Common Core Learning Standards (CCLS), in response to student learning needs. Teachers will create rubrics to measure student performance. 75% of students will have met or exceeded standards as evidenced by a common rubric, tasks, classroom observations and teacher team evaluations.

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.

After careful analysis of the Common Core Standards, student performance on school-based and NYS exams, and student work during the 2012-13 school year, we have determined the importance of integrating the CCLS into our mathematics curriculum to better align to the NY State Math Exam.

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 are given common planning time, as well as resources to create and perform necessary assessments through budgetary and scheduling alignment.

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

1. Lead teachers, subject teachers, administration, and technology coach.

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

1. Baseline assessments, I Ready, IXL, and teacher created formative and summative assessments, tasks, classroom observations, and teacher team evaluations.

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

1. Evaluation period is from 9/13 to 6/14.

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

Curriculum maps, modules, core inquiry team, Danielson Framework study groups, teacher teams, and department core inquiry meetings.

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).

Parents will be informed of the implementation of the Common Core Standards and will be encouraged to give feedback. They will be notified by:

- Holding PTA meetings where the common core standards and mathematics shifts are discussed and identified for the parents.
- Conducting SLT meetings where the common core standards and mathematics shifts are discussed and identified for the parents.
- Back to school night for parents and students
- Parent Teacher conferences
- Weekly Parent workshops given by Parent Coordinator, Ms. Heather Strafer
- Information backpacked home to parents from the PTA and Principal, Ms. Mittler.
- School messenger phone calls

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, ELA teachers will have worked collaboratively to align units of study with the Common Core Learning Standards (CCLS), in response to student learning needs. Teachers will create rubrics to measure student performance. 75% of students will have met or exceeded standards as evidenced by a common rubric, tasks, classroom observations and teacher team evaluations.

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.

After careful analysis of the Common Core Standards, student performance on school-based and NYS exams, and student work during the 2012-13 school year, we have determined the importance of integrating the CCLS into our English Language Arts curriculum to align to the NY State ELA exam.

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 are given common planning time, as well as resources to create and perform necessary assessments through budgetary and scheduling alignment.

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

1. Lead teacher, administration, and technology coach.

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

1. Baseline assessments, Achieve 3000, close reading strategies, teacher created formative and summative assessments, tasks, classroom observations, teacher team evaluations, student work, and baseline assessment.

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

1. 9/13-6/14

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

1. Professional development on close reading strategies using fiction and nonfiction text and questioning, curriculum maps, common core units, core inquiry team, Danielson Framework study groups teacher teams, and department core inquiry meetings.

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).

Parents will be informed of the implementation of the Common Core Standards and will be encouraged to give feedback. They will be notified by:

- Holding PTA meetings where the common core standards and mathematics shifts are discussed and identified for the parents.
- Conducting SLT meetings where the common core standards and mathematics shifts are discussed and identified for the parents.
- Back to school night for parents and students
- Parent Teacher conferences
- Weekly Parent workshops given by Parent Coordinator, Ms. Heather Strafer
- Information back packed home to parents from the PTA and Principal, Ms. Mittler.
- School messenger phone calls

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	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 #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.

By June 2014, through the use of close reading, teachers will implement research based strategies aligned to the Common Core Learning Standards, which will enable students to use evidence to support their thinking in discussion, in writing and in problem solving. Through this focus,

students will develop communication skills and persistence through grappling with complex text that support college and career readiness. This will be evidenced by increased rigor in student discussion and writing.

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.

Based on teacher surveys, formal observations, and informal walkthroughs, close reading strategies were determined to be the school's focus. Students were deficient in the skills needed to examine text closely to enable them to think critically, and ask higher level thinking questions.

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. The school instructional focus has been designed around close reading. Teachers, students and parents have been made aware and involved with the support of the focus.

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

1. Lead teacher, administration, and technology coach.

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

1. Tasks, classroom observations, teacher team evaluations, student work, and baseline assessment.

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

1. 9/13-6/14

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

1. Professional development on close reading strategies using fiction and nonfiction text and questioning, curriculum maps, common core units, core inquiry team, Danielson Framework study groups, teacher teams, and department inquiry meetings.

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).

Inform parents of school instructional focus. They will be notified by:

- Holding PTA meetings where the common core standards and mathematics shifts are discussed and identified for the parents.
- Conducting SLT meetings where the common core standards and mathematics shifts are discussed and identified for the parents.
- Back to school night for parents and students
- Parent Teacher conferences
- Weekly Parent workshops given by Parent Coordinator, Ms. Heather Strafer
- Information back packed home to parents from the PTA and Principal, Ms. Mittler.
- School messenger phone calls

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	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.

A. Strategies/activities that encompass the needs of identified subgroups
1.
B. Key personnel and other resources used to implement each strategy/activity
1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. 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
--	-----------------	--	-----------------	--	------------------	--	------------------	--	------------------	--	---------------

List any additional fund sources your school is using to support the instructional goal below.

--

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.)
<p>ELA</p>	<p>The Achieve 3000 program has been in effect for three years as an approved scientific research based program to assist all At-Risk students, our self-contained special education students and ESL students in the following areas: accelerate reading comprehension, vocabulary, writing proficiency and performance on State exams. Achieve3000 offers differentiated instruction through a web-based platform geared towards the different learning needs of individual students. Close reading strategies are incorporated into various lessons. Elements of Grammar are incorporated into writing assignments. The Common Core State Standards are incorporated to help develop the skills in reading, writing, speaking, and listening. The use of the following technology is also incorporated on an as need basis: Laptops, SMART boards, documents cameras, response pads, iPads, and Brain Pop</p>	<p>AIS teachers adapt curriculum, make modifications, provide adaptations and provide Universal Design for Learning strategies as needed. Workstations are used to provide small group instruction as well as one to one when necessary. Students are grouped according to their individual needs and tutoring is provided on an individual basis. Great Leaps is used for the students who have difficulty with fluency. Technology based programs are incorporated into our self-contained, Integrated Co-teaching and ESL classes.</p>	<p>This takes place during the school day, within the classroom with the teacher differentiating his/her lessons according to the needs of the students. Students are also serviced during the extended day program which takes place before school each day.</p>
<p>Mathematics</p>	<p>The modules designed by the State of New York as being implemented, Prentice Hall Mathematics book, The following websites are being implemented: www.classzone.com www.ixl/signin/woodside www.khanacademy.org www.mathplayground.com www.funbrain.com www.coolmath.com www.kenken.com</p>	<p>AIS teachers adapt curriculum, make modifications, provide adaptations and provide Universal Design for Learning strategies as needed. Workstations are used to provide small group instruction as well as one to one when necessary. Students are grouped according to their</p>	<p>This takes place during the school day, within the classroom with the teacher differentiating his/her lessons according to the needs of the students. Students are also serviced during the extended day program which takes place before school each day.</p>

	<p>http://www.figurethis.org/challenge.toc.htm www.multiplication.com/interactive_games.htm www.kidsnumbers.com www.fun4thebrain.com www.amathsdictionaryforkids.com www.mathisfun.com www.i-ready.com</p>	<p>individual needs and tutoring is provided on an individual basis. Technology based programs are incorporated into all classes and the programs I ready and IXL have been implemented. This program focuses on all aspects of the math Common Core State Standards per grade.</p>	
Science	<p>The teachers are incorporating non-fiction leveled texts focusing on real world experiences. Differentiated tasks, Close reading strategies and culminating activities are designed through various assignments including writing to help students meet the particular challenges of reading, writing, speaking, listening, and language in Science. The use of the following technology is also incorporated on an as need basis: Laptops, SMART boards, documents cameras, response pads, iPads, Brain Pop, Discovery Education, Eduware, and School Messenger.</p>	<p>AIS teachers adapt curriculum, make modifications, provide adaptations and provide Universal Design for Learning strategies as needed. Workstations are used to provide small group instruction as well as one to one when necessary. Students are grouped according to their individual needs and tutoring is provided on an individual basis.</p>	<p>This takes place during the school day, within the classroom with the teacher differentiating his/her lessons according to the needs of the students. Students are also serviced during the extended day program which takes place before school each day.</p>
Social Studies	<p>The teachers are incorporating non-fiction articles focusing on career readiness skills. Differentiated tasks, Close reading strategies and culminating activities are designed through various assignments including writing. The use of the following technology is also incorporated on an as need basis: Laptops, SMART boards, documents cameras, response pads, iPads, Brain Pop, Discovery Education, Eduware, and School Messenger</p>	<p>AIS teachers adapt curriculum, make modifications, provide adaptations and provide Universal Design for Learning strategies as needed. Workstations are used to provide small group instruction as well as one to one when necessary. Students are grouped according to their individual needs and tutoring is provided on an individual basis.</p>	<p>This takes place during the school day, within the classroom with the teacher differentiating his/her lessons according to the needs of the students. Students are also serviced during the extended day program which takes place before school each day.</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Each guidance counselor addresses individual student's specific needs. The following are student support services that are being addressed: counseling, anger management, attendance improvement services, community program links, self-esteem group sessions, parent/family support, mental health related services, health related</p>	<p>Small group counseling and One on one counseling services are provided</p>	<p>Counseling takes place during school and during the extended day program which takes place before school each day.</p>

	issues, and transition planning. Student advisors are used to help improve self-esteem.		
--	--	--	--

**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 *TAS 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.			
x	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			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.
X Teachers are recruited from colleges that 125 has a professional relationship. Teachers are assigned classes in their content area only. Teachers are assigned to mentors based on content area. Teachers are assigned to new teacher workshops, offered study groups and intervisitation. X Teacher surveys asking for areas of interest and need are sent out periodically throughout the school year. Professional development and study groups are offered based on that information

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).
Professional development study groups were attended over the summer and throughout the school year. Department and grade meeting are conducted with the prime focus of integration of the common core standards for all content areas..

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 <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Title III funding is used to support our Saturday program, English and Math, which is tailored to the needs of our ELL population. STH funding is used to provide necessary supplies and uniforms for our Temporary Housing students.

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.
Team of teachers meet together to evaluate numerous assessment measures. Their decisions are shared with their respective departments for further discussion and evaluation. The administration is involved with the final decision.

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

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

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

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

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

Computer Workshops

English Classes for Speakers of Other Languages

Parenting Skills Workshops

Parent Library

Parent Coordinator Outreach

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

Annual Parent Survey

School Leadership Team

Development of the Comprehensive Education Plan

Active Participation in the Parent and Teacher Association

High School Articulation

Parent Coordinator Outreach

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

ARIS Instruction and Use

Student Quarterly Progress Reports

Parent Teacher Conferences

Periodic Assessments

Team Meetings

Jupiter Grades System

-Providing assistance in understanding standardized testing criteria and assessments

Academic & Performance Standards Discussions (Common Core Curriculum)

Promotional Requirements & Testing Workshops

Articulation & Curriculum Meetings

Parent Coordinator Outreach

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

Monthly Newsletters

Meetings and Workshops (Interpreters Provided)

The I.S. 125 Website (Translations by Google)

Email

School Letters & Notices (Translations by DOE & Staff)

Bulletin Board Postings

Student Agendas (Translations by DOE)

Parent Handbooks (Translations by DOE)

School Messenger (Translation by school staff)

Parent Coordinator Outreach

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

Parent Trips

PTA Meetings

School Leadership Team

Multi-Cultural Festival

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

-Hosting educational and family events throughout the school year:

Family Trips

Workshops

Classes

Unified Arts Shows

Multi-Cultural Festival

Book Fairs

Community Service Events & Opportunities

Annual Curriculum Conference

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

Computer Skills

English As a Second Language

English Literacy & Civics

Citizenship Preparation

Parenting Skills

Educational Accountability

Common Core Curriculum

Assessments

Community Resources/Referrals

Subsides and Entitlements

Housing Information

Health & Well Being

Bullying Awareness & Prevention

ARIS

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

Use of Department of Education's Office of Translation & Interpretation

Staff Interpreters

Volunteer Student Interpreters

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

Choice of Consultative Structure

Title I Funded School Programs

Title I Parent Involvement Funds

Parent Involvement Policy

School-Parent Compact

-Improving home/school communication through the use of:

Parent and Student Planners

Jupiter Grades System

Quarterly Student Progress Reports

Semi-Annual Parent Teacher Conferences

Extended Parent Teacher Conversations

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

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

II.

III. School Responsibilities

Intermediate School 125 will provide high quality curriculum and instruction in a supportive and effective learning environment through a rigorous and challenging academic program tailored to meet the varied needs of our accelerated, LEP, target, on-grade, and special education students by:

- using academic learning time efficiently
- respecting cultural, racial and ethnic differences
- implementing a curriculum aligned to the Common Core State Learning Standards
- offering high quality instruction in all content areas
- providing instruction from highly qualified teachers and if this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act

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

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

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

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

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

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

Parent/Guardian Responsibilities

Parents will:

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

I. Student Responsibilities

Students will:

- attend school regularly and arrive on time
- complete homework and submit all assignments on time
- follow the school rules and be responsible for their actions

- show respect for themselves, other people, and property
- try to resolve disagreements or conflicts peacefully
- strive to perform to their highest potential

- .

**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 24	Borough Queens	School Number 125
School Name Thomas J. McCann Woodside Intermediate		

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 Judy Lynn Mittler	Assistant Principal Andrea Gnecco
Coach Kristie LaTorre	Coach Judy Glazer
ESL Teacher Maria Palesty	Guidance Counselor Celia Hanney
Teacher/Subject Area Stephanie Buchstein/S.S.	Parent type here
Teacher/Subject Area Georgia Athanasopoulos/ELA	Parent Coordinator Heather Strafer
Related Service Provider Michelle Hammer	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	10	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	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	1	Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1736	Total number of ELLs	291	ELLs as share of total student population (%)	16.76%
--	-------------	----------------------	------------	---	---------------

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														
self-contained						2								2
Push-In						1	4	6	6					17
Total	0	0	0	0	0	3	4	6	6	0	0	0	0	19

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	291	Newcomers (ELLs receiving service 0-3 years)	127	ELL Students with Disabilities	86
SIFE	9	ELLs receiving service 4-6 years	117	Long-Term (completed 6+ years)	47

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	127	8	5	117	1	50	47	0	19	291
Total	127	8	5	117	1	50	47	0	19	291

Number of ELLs who have an alternate placement paraprofessional: 3

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
SELECT ONE									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:	Other:
Native American: ____	White (Non-Hispanic/Latino): ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish						37	44	48	37					166
Chinese						1	1	2	4					8
Russian														0
Bengali						6	12	21	15					54
Urdu							1	2	1					4
Arabic							1	3	2					6
Haitian														0
French														0
Korean														0
Punjabi							1							1
Polish														0
Albanian														0
Other						8	10	15	19					52
TOTAL	0	0	0	0	0	52	70	91	78	0	0	0	0	291

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	7	9	5					28

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)						13	13	24	19					69
Advanced (A)						27	47	57	50					181
Total	0	0	0	0	0	47	67	90	74	0	0	0	0	278

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	27	11			38
6	49	11			60
7	61	13			74
8	42	17			59
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	24	20	16	12	3	2	2	0	79
6	49	33	13	8	3	2	0	0	108
7	58	38	24	11	1	0	1	1	134
8	46	28	17	5	4	1	2	2	105
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	9	5	34	22	23	10	0	0	103
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	1	0	1	0
Integrated Algebra	32	0	25	0
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	1	0	1	0
Living Environment				
Physics				
Global History and Geography				
US History and Government	1	0	1	0
Foreign Language	1	0	1	0
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 use the Fountas and Pinnell and Achieve 3000 to assess early literacy skills of our ELL population. Teachers look at fluency and comprehension as well as how students scored in each of the four modalities to create lesson plans. Furthermore, after these assessments, teachers are more aware of what independent reading level the class is on, as well as what guided reading/shared reading the students should be working at.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
According to the NYSESLAT, students are weak in the areas of listening and writing. With regards to the LABR, we find it a trend that most students perform low on the listening and reading modalities. Furthermore, most students who come into our school from an English dominate speaking country (ex. Phillipines), these kids test proficient on the LABR.
3. 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](#))

Teachers use the data from the NYSESLAT to drive instruction for our ELL population. All teachers (ELA/ESL) read novels with the students and after each chapter students are required to respond to a task. At the end of each novel students are required to write an essay aligned to the CCLS. Teachers also use the chapters in the book to teach listening. Students are asked to listen as the teacher reads and to take notes. The notes are then used to respond to a question. After each novel students are asked to work on a group project. Part of the final grade requires students to present to the class. Furthermore, the four modalities are promoted throughout the content (content teachers) as well. In math, all students are asked to explain in writing their answers. In social studies and science, students practice taking notes while listening and they practice their speaking skills by engaging in conversations about the content being taught. The AMAO tool has been an important resource to our ESL teachers. The data that is compiled within this tool is used for many purposes, such as student grouping, identifying various trends which may be hindering their academic progress, and helping teachers create target goals to make progress. Our data reveals that we are meeting AMAO 2 (proficiency), however we must work on AMAO 1 (making progress).

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?

Overall, the proficiency rating for the ELA exam was 2.63 and for math was 2.77. On the 5th grade ELA exam, the average was 2.58 and in math, it was 2.72; on the 6th grade ELA exam, the average was 2.58 and in math it was 2.70; on the 7th grade ELA exam, the average was 2.68 and the math was 2.70; on the 8th grade ELA exam, the average was 2.63 and in math it was 2.91. In ELA, our ELL subgroups overall proficiency rating is 1.93 and in Math it is 2.11. The advanced/intermediate students are slightly stronger in math than in ELA. With respects to the non-ell population, our ELL population is performing at a significantly lower proficiency level in ELA and Math. The overall growth percentile average for the ELL subgroup in ELA was 55.83 and for Math 53.13. The school administration analyzes much of the data of the ELL subgroup and turns key at various PDs on how to assess and instruct this population. The teachers use the analysis of the data from the administration and the results from the ELL periodic assessments to create various units of study. These data results are crucial to each students progress. The teachers differentiate the instruction according to this data in workstations. From this years first periodic assessments, data has shown that our ELL population scored lowest on the listening and writing parts of the assessment. The reading and speaking portions are the strengths of our students. Our school has learned from this information that the biggest weakness amongst our students is the writing part, which includes grammar, form and function. Instruction is geared according to these results.

5. 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](#).)

The RtI's in the fifth grade consist of the use of technology through IXL (math) and Achieve 3000 (ELA). This is based upon the results (data) of the informal pre-assessments (given by teacher), which specifically address student individual needs. Within certain ELA and Math blocks throughout the week, students are provided iPads, with their specific assignments and goals on a weekly basis. The ELL teacher is their to constantly support the language of the ELL students, by providing TPR, visuals and other various UDLs. In addition, students are able to access their accounts at home or in the public library.

6. How do you make sure that a child's second language development is considered in instructional decisions?
To ensure that a child's second language development is considered in instructional decisions, the ELL subgroup participate in the same, rigorous, Common Core aligned curriculum for ELA, math, science, social studies and unified arts programs as do non-ELLs. The teachers use ELL-friendly strategies for teaching content areas. These strategies increase comprehension, learning, and interaction through modeling, acting out, gesturing, showing diagrams and pictures, and doing hands-on activities and experiments. Furthermore, an ESL teacher co-teaches each lesson and ensures there is a language focus each day, through every class.
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.).
Our ELL students are successful as every year. We average about 65 students who test out of ESL and transition into a regular class. Our attendance for the ELL students during an extended day and the Saturday Program is high. We attribute success to the attendance of our students in these programs. Also, teachers measure the students growth with the periodic assessments. The Pearson Periodic Assessment is our specific assessment tool. We look for trends with our students and if students are not making progress the areas of concern are addressed.

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](#).)
Our school identifies ELLs via the following screening and assessment instruments: Home Language Identification Survey (HLIS), which is offered in the English, Spanish, Chinese, Korean and Bengali languages, Language Assessment Battery- Revised (LAB-R), and the New York State English as a Second Language Achievement Test (NYSESLAT). An interview between the pedagogue and parent is conducted to determine whether or not the child being admitted is an ELL or not. The HLIS informs and identifies I.S. 125 of those students who speak a language other than English in their home environment and allows the school to administer a LAB-R to determine initial English language proficiency. At the time the parent fills out the HLIS, a pedagogue there to help the parent with any questions or concerns they may have. After the LAB-R (Spanish LAB-R) is administered and the proficiency level is determined, the child is placed into the appropriate setting. All students who test within the beginner, intermediate or advanced levels are required to take the NYSESLAT at the end of each year. This assessment is mandatory and determines eligibility of services for the following year. The testing coordinator in the school, is the person responsible for analyzing the HLIS and determining LAB-R eligibility. Furthermore, the testing coordinator administers the LAB-R to all new incoming ELL's within the first 10 days of entry into the public school system. At the end of each year, the NYSESLAT is administered by all of the ESL certified personnel within the building.
2. 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.
Within the first 10 days, In order to select an appropriate program, parents/guardians of newly enrolled ELLs participate in a Parent Orientation session where they will be presented with the 3 different options (transitional bilingual education, dual language, free standing ESL) of placement for their child. Program placement will be presented with clarity and objectivity. The school ensures that a translator for each different language is available on site to answer any questions. The meeting will focus on familiarizing parents with the NYC school system and explaining the program options. A video in various languages will provide

parents of newly enrolled ELLs information about the organization of the programs offered. It will also provide them with pertinent information regarding state and city standards, core curriculum, assessment information, academic expectations and general educational program requirements. Students are placed in the appropriate program within 10 days of enrollment in the school. Parents may opt out of Dual Language and Bilingual Education, but may not opt out of ESL instruction. If parents do not select a program, the student is automatically placed in a bilingual class where available. If such a program is not available and parents choose not to transfer their child to a school that has such a program, the student is placed in an ESL class. Programs offered at our school are aligned with requests from the parents. Over the past few years it is a pattern that the parents' first choice is the ESL program. However, in accordance with federal mandates, IS 125 will open a Transitional Bilingual class if 15 or more parents request that option or allow Spanish speakers to transfer. Many parents of other language minority students, Chinese and Korean, are unwilling to transfer from IS 125 to a transitional bilingual program school. The testing coordinator, Ms. Palesty and the Principals and AP's of the building are in charge of executing this orientation. The parent coordinator is also present to assist in any way possible.

3. 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](#)].)

At the start of each school year, the testing coordinator identifies all of the recurring ELL students and the former ELLs, as per the Spring NYSESLAT scores. According to their scores from the NYSESLAT the school distributes mandated entitlement letters or transitional letters, stating the level of proficiency of their child and the class the child has been entered in. As per the new incoming students, after the LAB-R is administered, a letter stating the proficiency level is sent home. A parent choice orientation is conducted upon arrival of any new admits. During this orientation, the parents fill out and return the Parent Choice Selection Form on site. The parents are notified of the default program (Transitional-Bilingual) as per the CR Part 154 their child will be placed in. After the orientation is over, the school will file the parent choice forms and update the ongoing records.

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.

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

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.

All students who test within the beginner, intermediate and advanced levels are required to take the NYSESLAT at the end of each year. This assessment is mandatory and determines elligibility of services for the following year. Each day within the window, over 4 consecutive days, a different modality is tested. A testing schedule is created for all students with disabilities who require various modifications. Certified ESL teachers administer the NYSESLAT. In the rooms with modifications, the ESL teacher is accompanied by a SPED teacher. After the four days are over, a make-up schedule is created and make-ups begin immediately to ensure each ELL student participates in the exam.

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. 
- Trends within the IS 125 building show that the Free Standing ESL program is the most requested. This year, there are 4 parents of the spanish and bengali languages, who requested the Transitional Biligual program. One of the spanish families felt it necessary to take their child out and put them in a neighboring bilingual program. The other parents opted to leave their children in our building. We have kept record of the parent requests both in the building and on the ELPC ats screen. Our ESL programs are determined every year around the parent requests. The trend for the past few years in the IS 125 building have been the request of the Free Standing ESL program, which is the only program available.

Part 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])? We use the push in co-teaching model of instruction for all of our advanced, intermediate and beginner ELL classes in grades 6-8 and the self-contained model in our 5th grade. Each proficiency level is homogeneously grouped; for example, all the beginners, intermediate and advanced are grouped together on each grade level (5-8). In the 5th grade, there are 2 certified ESL pedagogues teaching both the ESL classes. For the beginner/intermediate classes in the 6th, 7th and 8th grades, there is one licensed ESL teacher, who follows the classes at all times. All subjects are co-taught with the content certified teacher. For the advanced ESL classes, one certified ESL teacher will be assigned to two classes, where the co-teaching model will be in place with a content certified teacher, throughout the instructional day. Furthermore, each class is given a 45 minute ESL block, where the ELL teacher will be able to support their language acquisition.

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)?

For all of our advanced ELLs and SPED ELLs students, a certified ELL pedagogue services them for at least 180 minutes per week, if not more. Our begginner and intermediate ELLs are serviced for at least 360 minutes per week, if not more.

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.

The content areas are co-taught between a content specialty teacher and an ESL certified teacher. Where the content teacher teaches the content special material, the ESL teacher is there to support language and the multiple entry points of the students. The content that is taught is on-grade level material and is differentiated to help the needs of all the students. Furthermore, all the content contains academic rigor and is aligned to the Common Core Learning Standards. ESL teachers provide images, graphic organizers, student friendly definitions to unknown words to support the understanding of all content. Moreover, juicy sentences

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
The Spanish Lab-R is given to all newcoming Spanish ELL's, if they do not pass the English Lab-R. This helps us identify whether or not the child was being instructed in their home countries. Subsequently, for Bengali, Korean, Chinese, Nepali, Tibetan, Tagalog, etc., an informal interview is done with the child to get a better understanding of the child's academic history. This interview is conducted by a pedagogue in the building who speaks the language or with translator provided.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
All teachers within the building (content, specialty, etc), must include a language focus within each lesson plan. This language focus implements one or more of the four modalities (reading, writing, listening and speaking). Due to the fact that all teachers within the building have language focus, our students tend to perform very well on both the Periodic ELL Assessment and most importantly, the NYSESLAT.
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).

a. Our SIFE students have been identified and placed in the appropriate level ESL class Beginner, Intermediate or Advanced.

These students are strongly encouraged to attend extended day in Literacy/Math. During this time, they are serviced by their ESL teacher. They also receive a period a day of language support (ESL) services in Literacy/Math where the focus is on reading skills and comprehension strategies; writing craft and process; basic spelling, vocabulary and grammar.

b-d. Due to the new Common Core Learning Standards, all students are required to take the same assessments at the end of the year. Therefore, our newcomer students are immersed into a class which provides rigor according to these standards. The ESL teacher who follows and coteaches with each beginner ELL class provides differentiated instruction through the use of visual images, graphic organizers, foldables, use of highlighters, workstations, technology, vocabulary building using games and mapping, shades of meaning vocabulary cards and many more, which are scaffolded to meet the needs of each specific students.

e. Transitional classes are provided to former ELLs, where they are still receiving the language support class. After scores and data are analyzed, many of the former ELLs are given the opportunity to participate in foreign language classes. Furthermore, these students are given the choice to sit for History, Science and ELA regent exams.

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?
Juicy Sentences and Close Readings are the main instructional strategies that are used with the ELL-SWD population. These instructional strategies ensure that this specific subgroup receives all the content area knowledge necessary to know, along with the language development. In addition, graphic organizers, visuals, workstations and the use of technology are also great support strategies for these students. To stay in compliance with the new CCLS, focusing on academic rigor, on grade level materials are used for these student and the teachers are required to differentiate any tasks according to their IEP goals.
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?
Grades 5-8 have at least one ICT and SETTS class. Many of our ELL-SWD's are placed in these classes due to the extra curricular, instructional and scheduling flexibility that are available to meet the diverse needs according to the IEP. A language Support (ESL) class is mandated to these students for extra reinforcement. Furthermore, these students are strongly encouraged to attend morning tutoring and given first priority to get a seat in our Saturday Academy. As well as the two interventions above, our students are also serviced in small group and/or individualized instruction given within each specific content area, on an as need basis. This is given by the special education and/or ESL provider.

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

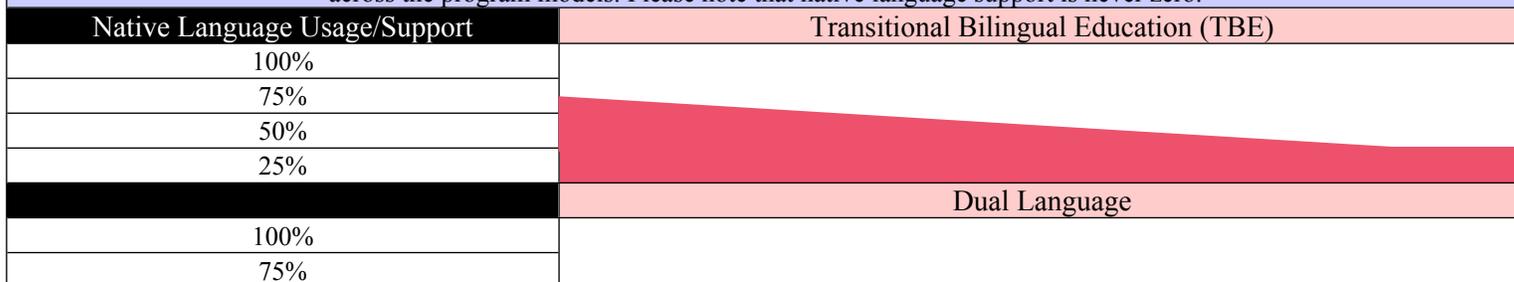
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
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.

All content area specialists, along with the ESL teacher, are trained to teach according to the learning styles inventory. This means that the educators accommodate the specific needs of each child as per their learning style. To make this successful, we have i-pads for all the ELL students. With the i-pads, students will dictate, draw, highlight, etc to meet the needs of their specific learning style. Subsequently, differentiated tasks and rubrics in all contents will be given to students on a need to need basis for their writing pieces. Also, during content classes, manipulatives and graphic organizers will be used. Furthermore, each ESL class receives one period a day of language support (ESL). This ESL class is designed to reinforce math and ELA skills that our ESL students struggle with. The four modalities of the English Language are also reinforced during this period to support the NYSESLAT assessment. Also, all ESL students within the building are mandated to come to extended day, which is from 8:00 am to 8:30 am, Monday through Friday, where math and ELA skills are also reinforced. Furthermore, a Saturday Academy has been set up, where the majority of the ESL students in our building have opted to attend. This is also a reinforcement of math and ELA skills.

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

Due to the homogeneous grouping of ELLs within our building, we are better able to implement the academic rigor of the Common Core Learning Standards of both the content and ESL. By challenging our ELL students within this co-teaching setting, we are able to see academic growth in both the content and the language development areas. ELL research based strategies are used within the content classes and the content teachers incorporate language focus' in each lesson which promote the development.

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

I-ready has been purchased for all the ELL students in the building. I-ready is a research-based, classroom-proven technological program that help educators effectively address the diverse needs of every student. ELL classes will have at least a double period block in the computer labs each week to use this program. Furthermore, Jupiter Grades has been also purchased which will allow us to communicate with the parents of our ELL students in various languages more often. Both these programs being implemented this year will help our students show progress both academically and socially, which will better prepare them for high school and beyond.

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

The self-contained program for our beginner ELLs in the 6th, 7th and 8th grades was discontinued this year. Where the students were making academic progress in the reading and writing modalities, their communicational skills and listening skills were not. Furthermore, the self-contained program did not allow our ELL students to be socially prepared for high school and beyond.

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

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

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

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

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
All students in ESL classes are taught in English with differentiated leveled materials (Leveled Texts). Although these materials are on grade level, manipulatives, graphic organizers and other hands on materials are used to support our ELLs. Furthermore, the classroom libraries have many various native languaged texts which support all the materials being taught in the content. Students also have bilingual translation dictionaries in their languages which they use from day one.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Achieve 3000 is being used to supplement reading/writing leveled books according to Fontis and Pinell. These results will help guide instruction at the appropriate age level and keep the student independently reading at the appropriate grade level. The ESL teacher will provide academically rigorous tasks which will challenge the students.
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.
Summer school is offered to newly enrolled students and non mandated ELL students to prepare them for the upcoming school year.
18. What language electives are offered to ELLs?
ELL students are offered the option to learn a foreign language on a case by case basis. ELL's are actively learning English as a second or foreign language.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - 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 takes place on every first and third Monday of each month, from 2:50-3:30, Election Day and Brooklyn Queens Day, and every Friday (Inquiry)-8:00-8:30. Specific PD's on the various technological advances such as I-pads, Achieve 3000, I-ready, Jupiter Grades etc., are given during this time. In addition, professional development sessions combine the ELA and ESL faculty so that all teachers are aware of current trends and expectations. As per Jose P., all staff continue to be trained in ESL Methodologies, ESL Assessments, Shared Reading, Guided Reading, Guided Writing, Workstations, and Conferencing with Teacher Assessment Notebooks. Content area teachers continue to receive training on ESL strategies that will help prepare students for the NYSESLAT exam. Currently, our teachers are being immersed into the new CCLS and Danielson's Framework and they are being guided on how to make their instruction academically rigorous, while still differentiating for our ELL population. These PD's are lead by the Assistant Principals and delivered to all teachers. Our instructional focus of the school is to implement close readings into all classes, including content. This focus is supported during the year through various PD's. Furthermore, creating expository, informational, narrative, and argument writing pieces is a crucial gear of instruction this year. As per the common core learning standards, these are vital pieces of writing our students will need to be proficient in and to be successful in the high school level. Subsequently, the use of more effective vocabulary within this writing is also being highly measured. Therefore, ongoing professional developments, focusing on the above, occur within our building. Professional development training consists of: building tier II vocabulary within non-fiction texts (juicy sentence), writing process, juicy sentences (to master the different forms of sentences), creating effective tasks and rubrics (to challenge our students), promoting instructional conversation while reading and writing (questioning), making the co-teaching model work effectively, and the analysis of student work to effectively meet the needs of the students.

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?

Typically, most parents of ELL students are hesitant about becoming involved in the school community. This is primarily due to the following circumstances: limited English proficiency, lack of understanding of our educational system and/or culture, work conflicts, and undocumented legal status. To help to break down some of these barriers and engage these parents in our school, we offer ESL classes, computer instruction, preparation for the naturalization exam, and workshops on educational issues such as testing, grading, common core standards, high school information, ARIS, and now, the new Jupiter grades system. Letters and flyers are translated into the major languages spoken in our school, interpreters are provided at meetings, parent teacher conferences, and at team or IEP meetings with families. The school website has a translation tab that allows parents to view the entire website in the language of their choice through Google Translate. At the beginning of each school year a list of student interpreters, speaking nearly every language in the building, is compiled and distributed to the main office, administrative and guidance staff to assist in providing interpretation to parents who come in to the building and do not understand or speak English. We collaborate with several CBO's who provide assistance and services to our ESL families. These include:

- Woodside On The Move for eviction prevention, landlord tenant mediation, tenant advocacy, and other housing related issues, as well as afterschool and summer programs for youth
- Emerald Isle Immigration Center and Catholic Migration for immigration issues
- La Guardia Community College and the Jeanne Elmezzi Adult Learning Center for additional free ESL classes, literacy, and GED programs.

To evaluate the needs of the parents we disseminate a Parent Survey, translated into our major languages, requesting input from the parents as to what type of workshops, classes, and information would be most helpful to them throughout the year. At PTA meetings, parents are also encouraged to voice their opinions and express their needs to members of the PTA Executive Board, who speak Spanish, Arabic, and Filipino, making it easier for those who are not secure in their English speaking abilities to express their needs and concerns. Additionally, parents reach out to the Parent Coordinator to discuss matters of importance to them and their families. Utilizing the information we have gathered from these strategies, we have formulated the activities previously mentioned to specifically address the greatest needs of our parents.

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.

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		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: 24Q125 School Name: Thomas J. McCann

Cluster: 2 Network: 204

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.

Upon arrival into our building, the HLIS (Home Language Identification Survey) is given to the parents in the home language spoken. In some cases, pedagogues who speak the majority languages (Spanish, Arabic, Bengali, Chinese, Korean) in our building are used for translation support to our parents. During the ELL Parent Information Sessions, all materials given are translated into the necessary languages. Furthermore our bilingual teachers are invited to sit and assist parents in any way possible.

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

Major Findings: Roughly 32.5% of parents spoke Spanish as their first language, and preferred notices sent home in both English and Spanish. Furthermore, 7.5 % of parents spoke Bengali and preferred notices to be sent home in both English and Bengali. Less than 10% of parents required translation into Korean, Chinese, Hindi, Tibetan, Nepali, Arabic or Urdu. These findings were reported to the school community at a PTA meeting in September.

Part B: Strategies and Activities

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

Notices sent home to parents are distributed as double-sided handouts, with English on one side, and the home language on the other. According to what language the parent requested on the HLIS, translations in other languages are provided to classroom teachers, to distribute to students. For letters that are not translated on the DOE website, the language translation and interpretation unit has proven to be very useful. Furthermore, translation of documents are occasionally done by in-house school staff. However, for notices that cannot be translated in a timely fashion, a Foreign Language Notice cover sheet with "This notice is very important. It will affect the education of your child. Please have it translated", written in 17 different languages is attached to the letter upon distribution.

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

Oral translation into Bengali and Spanish provided at school meetings, PTA meetings, and special events. These services are provided by in-house school staff and parents. Other language translations are handled on a case-by-case basis, and is generally provided by school staff during the day, and by parent volunteers during most evening meetings. Translation is also available during the school day for parents through staff speaking Spanish, Arabic, Bengali, Korean, Chinese, Hindi, and Urdu. Additionally, at the beginning of each school year, a list of dependable student volunteers who are selected by their teachers, is compiled. This list is then distributed to the main office, deans, guidance counselors, and administration to be used if a parent speaks a language for which there is no obtainable means of translation among the staff. A student who has been identified from this list will then be asked to assist in translation. The DOE Office of Translation and Interpretation can also be enlisted for telephone translations.

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

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

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: 125	DBN: 24Q125
Cluster Leader: Charles Amundsen	Network Leader: Diane Foley
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input 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 type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 160 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 checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 9 # of certified ESL/Bilingual teachers: 3 # of content area teachers: 6

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: I.S. 125 will implement a Saturday Academy which will target our ELL subgroup population in grades 5-8. This program is an academically rigorous program that is directly aligned to the Common Core Learning Standards. The program will run from the middle of November through the end of April, for approximately seventeen (17) Saturday sessions, from 8:30 am to 11:30 am. There will be 2 classes on the 5th, 6th and 8th grade levels, and 3 classes on the 7th grade level. The program will target approximately 160 ELL's, across the beginner, intermediate and advanced levels. This program builds upon the strength of the school day, specifically in the math and ELA subject areas, while building language development in a small group setting. Each student will rotate between two classes per session. One of the classes will be mainly focused on ELA/ESL. The design of these lessons will be based on the Title III AMAO analysis of the NYSESLAT modalities. Since writing is the school wide goal at IS 125, these lessons will also target effective writing skills throughout the content areas. Various ESL strategies will be used to successfully execute each lesson and a certified ESL teacher will work in differentiated groups during the work time. This part of the day will be one hour and a half (1 1/2 hours). The ELA content teacher and the ESL certified teacher will co-plan through out the week and determine necessary reinforcement of deficient skills. The second class will have a main focus on math. Through the analysis of various formal and informal assessments, the lessons will be designed to focus on the deficiencies of our ELL subgroup in their math classes. This part of the day will be one hour and a half (1 1/2 hours). The classes will be instructed in the English language. Both of these classes will ensure that our ELL's meet the standards and pass the required NYS Exams (math and ELA). There will be nine (9) certified teachers working the Saturday Academy, 3 of which are ESL certified. The 3 ESL certified teachers will teach the ELA component to all ESL children attending the Saturday academy. One teacher will rotate the 5th and 6th grade classes (1st session 5th grade and 2nd session 6th grade), while the other two teachers will solely serve the 3 7th and the 2 8th grade classes. There will be two supervisors (administrators) on site every Saturday to maintain a safe environment and ensure quality instruction. The supervisors will be there half an hour (1/2) before and after dismissal to ensure safe drop off and pickup of students by parents. Title III Supplementary Material funds will be used to purchase various books and hands on materials to support the instruction of math and ELA during the Saturday Academy. In specific, common core grade appropriate workbooks, in both ELA and Math, have been ordered to support the teachers. Furthermore, for our beginner ELL's, we have ordered content special translation picture dictionaries, which will promote vocabulary awareness.

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: Our teachers are afforded opportunities for professional development and to participate in peer focus groups. Many have been trained in Q-TEL and continue to attend workshops offered by the Office of English Language Learners and the NYS Department of Education. The lead teachers and the Math and ELA assistant principals will conduct bi-monthly professional development sessions to prepare the teachers with tools to help the ELL population during the Saturday Academy. The focus of these bi-monthly PD's will be on Building Academic Language throughout the content area, as well as in the various writing pieces required for students to write. Furthermore, differentiated strategies for ELL's in the ELA and Math content areas will be a main focus. Peer group focus will consist of higher level questioning strategies and techniques. All teachers will be required to attend these professional developments.

Part D: Parental Engagement Activities

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

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

Begin description here: English classes, computer workshops, parenting skills workshops, high school information sessions, academic expectations & requirements, and testing awareness presentations are all offered throughout the year to parents. These activities are available to all parents, but most are specifically designed to target parents of ELL students. Through English and computer classes, parents are provided with the opportunity to improve their English language skills which will enable them to be better prepared to help their children. They will learn how to navigate the ARIS Parent Link and the school website, which will keep them informed with up-to-date information about their children and the school. Parenting skills workshops will assist parents in their struggle to deal with the challenges of adolescence, life in a new country, navigating a new school system, as well as providing them with support in their mission to raise responsible and academically successful children. High school, testing, and academic information sessions and workshops will provide parents with the knowledge necessary to prepare their children academically, to understand their options in the school system, to learn how to assist their children in making the best choices, and to support them in becoming the best that they can be.

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

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

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		