

**2014-15  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**DBN: (i.e. 01M001):**

**25Q025**

**School Name:**

**ADRIEN BLOCK I.S. 25**

**Principal:**

**MARYELLEN BEIRNE**

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level:     Middle School     School Number (DBN):     25Q025      
School Type:     N/A     Grades Served:     6, 7, 8      
School Address:     34-65 192<sup>nd</sup> Street      
Phone Number:     718-961-3480     Fax:     718-358-1563      
School Contact Person:     Nancy DePoalo     Email Address:     ndepoal@schools.nyc.gov      
Principal:     MaryEllen Beirne      
UFT Chapter Leader:     Dawn Fahrenkrug      
Parents' Association President:     Liz Nuzzo      
SLT Chairperson:     Delisa Tapia      
Student Representative(s):     N/A    

**District Information**

District:     25     Superintendent:     Danielle DiMango      
Superintendent's Office Address:     30-48 Linden Place 3<sup>rd</sup> Floor Flushing, NY 11354      
Superintendent's Email Address:     DDimang@schools.nyc.gov      
Phone Number:     718-281-7605     Fax:     718-358-1563    

**Cluster and Network Information**

Cluster Number:     6     Cluster Leader:     Jose Ruiz      
Network Number:     609     Network Leader:     Michael Dantona

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
MaryEllen Beirne	*Principal or Designee	
Dawn Fahrenkrug	*UFT Chapter Leader or Designee	
Liz Nuzzo	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Kathryn Como	Member/ Parent	
Sheryl Fine	Member/ Parent	
Cheryl Fried	Member/Teacher	
Mara Gorel	Member/ Parent	
William Maher	Member/ Parent	
Anne Park	Member/ Parent	
Leslie Shepperson	Member/ Teacher	
Delisa Tapia	Member/ Teacher	
Maria Tegerides	Member/ Parent	
Evan Weintraub	Member/Teacher	
Nancy DePoalo	Member/ Assistant Principal	

\*\*Signature of constituent only indicates consultation in the development of the CEP, not approval.

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	<b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	<b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	<b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

## The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

#### Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Mission Statement: Our mission is to cultivate life-long learners inspiring the intellectual, social, emotional, and physical potential of every student. Administrators, teachers, parents, and staff work together using Common Core State Standards to create a challenging environment specific to the individual's needs in developing skills for a successful transition to high school, college and future careers.

Adrien Block I.S. 25 is part of a school campus which also houses World Journalism High School and P233. All three schools share the gymnasium, cafeteria, library and outside yards. At I.S. 25, there are three Assistant Principals and three Guidance Counselors. There is a Guidance + AP Team on each grade level and that team travels with the students through their three years at the school.

Classes are taught by a "team" of teachers who utilize common planning periods to develop lessons and modules. Time is dedicated to aligning instruction to the Common Core State Standards. Teachers monitor data to address the needs of every student. We offer placements in Integrated Collaborative Teaching (ICT) and 12:1:1 environment. All students participate in a traveling program and are taught by content area specialists regardless of physical, emotional or learning challenges. Our support services include Speech/Hearing, Occupational and Physical Therapy, Adaptive Physical Education, SETTS Resource Services and Guidance. English as a Second Language classes are provided for students who are English Language Learners (ELL) based on an Identification Test for English Language Learners (NYSITELL). Students learn to read, write and speak English based on their level of proficiency. All ESL instruction is aligned with the Common Core State Standards. In addition, ESL classes strive to help students share, preserve and celebrate their own cultural traditions and heritage.

Starting in Grade 6 and lasting all three years of their time in I.S. 25, students will be immersed in one of several talent classes: Chorus, Band, Dance, Keyboard and Art. As they progress, students learn a love for the Arts and academic skills that will last a lifetime. Grades 6, 7 and 8 Science students participate in Urban Advantage, a city-wide exploration program in partnership with The Wildlife Conservation Society, The Museum of Natural History and the New York Botanical Garden. We have a Guidance Counselor on each grade level that are able to assist students, teachers and parents in areas of school achievement and adjustment.

The Greater Ridgewood Youth Council offers an after-school program on our campus Monday through Friday from 2:30PM until 5:30PM. Students are invited to participate in the program which offers Homework Help, Sports, Art, Music, Dance, Leadership, Service and STEM.

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

We conducted a Needs Assessment by analyzing the scores on the 2014 State ELA Exam. Upon analyzing this data, it was evident that the students at I.S. 25, across all three grade levels, outperformed the city, state and county on the 2014 ELA Exam. 51% of all students at I.S. 25 were at or above proficiency which was a 5% overall increase in ELA proficiency from 2013 to 2014. However, the lowest one-third showed a decrease in progress towards closing the Achievement Gap for the 2013-2014 school year.

Informed By Capacity Framework- Rigorous Instruction. Current NYS 2014 ELA Test data shows that our lowest one-third decreased in the progress they’d made the previous year towards closing the Achievement Gap. Through higher level questioning we will develop students’ critical thinking skills. This needs assessment informed the annual goal listed below.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all teachers will increase their level of questioning, resulting in an increase of 3% of our lowest 1/3 reaching the 75<sup>th</sup> growth percentile or higher as evidenced by the 2015 NYS ELA Assessment.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
We have opted into Expeditionary Learning, a curriculum approved by the city and state and aligned to the Common Core State Standards. In addition, teachers supplement the curriculum to address the needs of all students by providing Access for All strategies. Teachers also meet twice per week to revisit and revise	Students in the lowest one- third.	Start date: September 5, 2014 End Date: June 26,	School Administration ELA Lead Teacher Teachers

curriculum based on student work products. One period is programmed into teacher schedules and one is during the Monday Professional Time. All students have an account with Study Island, a web based program that supports students in kindergarten through 12th grade master state-specific, grade-level academic standards in a fun and engaging manner. Study Island provides standards-based instructional, practice, assessment, and productivity tools that improve the performance of educators and students via web-based platforms.		2015	
Teachers have created and input Access for All strategies into the Expeditionary Learning Curriculum during Common Planning periods with their Inquiry Teams. Some of these strategies include: Protocols, Anchor Charts, pre and post assessments, graphic organizers, chunking of text, technology (iPads, audio, visuals, art), translated editions of text, academic vocabulary word work, sentence stems, scaffolding of text, and Shared Inquiry. Using student work products, teachers reflect upon and revise curriculum/units and make changes as needed.	Students in the lowest one third.	Start date: September 5, 2014 End Date: June 26, 2015	School Administration Lead Teachers Teachers
The Parent Coordinator along with the ELA Lead Teacher and the Assistant Principal of ELA will conduct parent workshops on the Common Core State Standards, as well as, the Expeditionary Learning Curriculum and Study Island.	Students in the lowest one third.	Start date: September 5, 2014 End Date: June 26, 2015	Assistant Principal of ELA ELA Lead Teacher Parent Coordinator
Professional Development is provided in order to support teachers around this goal. Professional Development planned for this school year includes: Shared Inquiry, Questioning and Discussion Techniques, Checks for Understanding, Rigorous Instruction and Student Engagement. In providing this Professional Development, teachers are being supported by Administration through effective training. In turn, students are being supported through effective practices toward progress in ELA.	Students in the lowest one third Administration All teachers	Start date: September 5, 2014 End Date: June 26, 2015	Administration Professional Development Committee All teachers

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Expeditionary Learning Curriculum, Administration, ELA Lead Teacher, ELA AP, All ELA teachers, Parent Coordinator, technological resources, Common Planning, Study Island, Professional Development.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement
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planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

ELA teachers have created pre-assessments to align with the post assessments given for each module. Both pre and post assessments are standards based. By February 13, 2015, they will have completed two Expeditionary Learning Modules. By this time, we expect to see significant growth towards standards addressed in Modules 1 and 2.

**Part 6b. Complete in February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

- |    |   |
|----|---|
| 3. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 4. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

We conducted a Needs Assessment by looking at our school’s suspension data over the last two years. During the 2012-2013 school year, we had a total of 47 suspensions (34 Principal’s Suspensions and 13 Superintendent Suspensions). During the 2013-2014 school year we had a total of 34 suspensions (22 Principal’s Suspensions and 12 Superintendent Suspensions). During the 2014-2015 school year, we expect to have a 3% decrease in all suspensions for the year.

Informed by Capacity Framework Element- Supportive Environment- According to our data, our number of suspensions is decreasing, however, in an effort to take a more proactive role in the area of discipline, we are implementing guidance intervention. This data informed the development of the annual goal listed below.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the school community will continue to develop a culture where students feel safe and supported through guidance intervention resulting in a 3% decrease in student suspensions.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
In an effort to take a proactive role in addressing possible discipline issues, we have one guidance counselor and one Assistant Principal on each grade level that engages with all of his/her students on a daily basis. All guidance counselors attend assembly periods on a weekly basis, as well as, circulate in the cafeteria during lunch periods to speak with children and to create an open forum for discussion. We have one Dean and she works collaboratively with Guidance Counselors and Administration to educate students about the Discipline Code, as well as, conducting peer mediation. Some teachers have as their C6, Dean Assist and Guidance Assist. We take an “all hands on deck” approach. Counselors and the school	All students	September 5, 2014 to June 26, 2015.	Administration Guidance Counselors SAPIS Worker Teachers Programming

participate in Red Ribbon Week, Respect for All Week and Stomp Out Bullying. We also have a SAPIS worker that educates students about drugs and alcohol, as well as, transitioning to high school and adulthood.			
The above mentioned activities are inclusive of all students.	All students	September 5, 2014 to June 26, 2015.	Administration Guidance Counselors SAPIS Workers Teachers
Guidance Counselors along with the Parent Coordinator will hold Parent Workshops on Bullying, Internet Safety and Respect for All.	All students	September 5, 2014 to June 26, 2015.	Administration Guidance Counselors SAPIS Workers Teachers
By engaging in this work, all students will feel like they are part of a supportive environment and an environment where they know there are several adults they can turn to in case of any issue.	All students	September 5, 2014 to June 26, 2015.	Administration Guidance Counselors SAPIS Worker Teachers

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
One Guidance Counselor and one Assistant Principal on each grade level, Programming of Assembly Periods, Programming of Guidance Counselors into Assembly Periods and Lunch Periods, SAPIS Worker, Teachers

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
10. Specify a timeframe for mid-point progress monitoring activities.				
By June 2015, we will assess the number of suspensions through analyzing OORS data, as well as, evaluating our guidance intervention strategies.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
12.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

- |     |   |
|-----|---|
| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

We conducted a Needs Assessment by analyzing the scores on the 2014 State Math Exam. The data showed that we outperformed the state, city and county across all three grade levels on the 2014 State Math Exam. During the 2012-2013 school year 53% of all students were at or above proficiency. During the 2013-2014 school year, 54% of all students were at or above proficiency. That is a 1% overall increase. SWDs and ELLs made the least progress towards reaching proficiency (3s and 4s).

Informed by Capacity Framework Element- Collaborative Teachers- In an effort to address the needs of ELLs and SWDs, teachers will collaborate to meet these students’ needs. We have developed the goal below in order to do this.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, Math teacher teams will engage in ongoing professional learning to improve student outcomes for ELLs and SWDs through strategic formative assessment practices as evidenced by a 3% increase in students performing at Level 3 or Level 4 on the NYS Math Assessment.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
Math teachers utilize the CMP3 Curriculum along with pre and post assessments. In addition, teachers supplement the curriculum to address the needs of all students by providing Access for All strategies. Teachers meet for Common Planning twice per week. One period is programmed into teacher schedules and one is during Monday’s Professional Learning time. Teachers look at student work products and adjust or revise units and curriculum based on that data. As a result, they create multiple entry points to meet the needs of	Lowest one third city-wide, ELLs, SWDs	Start Date: September 5, 2014 End Date: June 26, 2015	School Administration Math Lead Teacher Teachers

diverse learners. We have also implemented the use of “Learning Lightbulbs” and group whiteboards for quick formative assessments. These assessments allow us to diagnose any misunderstandings or difficulties and address them on the spot.			
Teachers meet in Inquiry Teams to discuss student work products and to adjust lessons and units twice per week. Teachers collaborate on Access for All Strategies for students. Teachers provide support in developing subject specific and general vocabulary. Teachers provide content specific glossaries for each unit. iPads and online resources (Study Island, Khan Academy) are used for all students. Each online resource gauges the student’s performance level and adjusts the difficulty as needed. Teachers incorporate manipulatives and other math tools. SWDs are moved from most to least restrictive learning environments which results in a more rigorous and challenging experience.	Lowest one third city-wide, ELLs, SWDs	Start Date: September 5, 2014 End Date: June 26, 2015	School Administration Math Lead Teacher Teachers
The Parent Coordinator along with the Math Lead Teacher and the Assistant Principal of Math will conduct parent workshops on the Common Core State Standards, as well as, the CMP3 Curriculum.	Lowest one third city-wide, ELLs, SWDs	Start Date: September 5, 2014 End Date: June 26, 2015	School Administration Math Lead Teacher Teachers
Professional Development is provided to teachers regarding differentiation for ELLs and SWDs, development of academic and content specific vocabulary in the student’s home language and English, differentiation for SWDs, scaffolding, use of visuals and technology, as well as, manipulatives and various types of formative assessments. In implementing all of these strategies, students will feel supported and have their needs addressed.	Lowest one third city-wide, ELLs, SWDs	Start Date: September 5, 2014 End Date: June 26, 2015	School Administration Math Lead Teacher Teachers Network Specialists

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

CMP3 Curriculum, Math Lead Teacher, Math AP, All Math teachers, Parent Coordinator, technological resources, Common Planning

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
20. Specify a timeframe for mid-point progress monitoring activities.

Math teachers utilize pre-assessments and post assessments to align with units of study. Both pre-assessments and post assessments are standards based. By February 2015, we expect to see significant growth towards standards addressed.

**Part 6b. Complete in February 2015.**

21. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
22. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### Part 1 – Needs Assessment

- |     |  |
|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.   |

A review of our ADVANCE data from the 2013-2014 school year revealed that the majority of our teachers’ strengths were in Domains 1 and 2 ( Planning and Preparation and Classroom Environment) and areas for focus were Questioning and Discussion Techniques (3B), Engaging Students in Learning (3C), and Using Assessment in Instruction (3D). In addition, review of our feedback from Teacher Professional Development Surveys, teachers indicated they would like to have more support in the areas of Questioning and Discussion, Student Engagement and Using Assessment in Instruction.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, school leaders will continue to develop instructional coherence through ongoing professional learning opportunities in components 3B (Questioning and Discussion) and 3D ( Assessment in Instruction) as evidenced by 90% of teachers showing growth in these two areas on formal and informal observations.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
Review of ADVANCE data at the end of the 2013-2014 school year indicated that 3B Using Questioning and Discussion Techniques, as well as, 3D using Assessment in Instruction were areas of focus for our teachers.	All teachers and all students	Start Date: Sept 4, 2015 End Date: June 26, 2015	Administrators, Lead Teachers, Professional Development Team
The above mentioned activities are inclusive of all students.	All teachers and all students	Start Date: Sept 4, 2015 End Date:	Administrators Lead Teachers Professional Development

		June 26, 2015	Team
N/A	N/A	N/A	N/A
By addressing teachers' instructional needs, the school administration along with the Network supports the growth of all teachers. In doing so, teachers will better be able to address the needs of their students.	All teachers and all students	Start Date: Sept 4, 2015 End Date: June 26, 2015	Administrators, Lead Teachers, Professional Development Team Network

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Administrators, Lead Teachers, Professional Development Team, Network, Programming, ADVANCE

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

30. Specify a timeframe for mid-point progress monitoring activities.

By February of 2015, we will analyze ADVANCE data and expect to see 50% of teachers showing growth towards Components 3B (Questioning and Discussion) and 3D (Assessment in Instruction).

**Part 6b.** Complete in **February 2015.**

31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
32.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

- |     |   |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

We conducted a Needs Assessment by analyzing our Skedula registration by parents for the 2013-2014 school year. Our parent registration rate was at 57% parent registration.

Informed by Capacity Framework- Strong Family and Community Ties- In an effort to maintain an ongoing and open communication between the school and home, our school uses SKEDULA (A web-based tool) to communicate with parents. Parents and students are able to communicate with all school staff.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, school leaders and staff will continue to maintain a culture that supports an active partnership between home and school through ongoing parent outreach that will be evidenced by an increase of SKEDULA registration rate from 50% to 85% and above.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
After a review of our parent participation rate for SKEDULA from the 2013-2014 school year, we observed that only 50% of our parents were registered and utilizing SKEDULA for communication with school. Teachers upload assessment data, assignments and anecdotes in an effort to keep parents informed of their child’s progress. Parents and students are able to communicate with teachers and administration regarding academic, social, and/or behavioral issues.	All parents and students	Start Date: September 5, 2014 End Date: June 26, 2014	Assistant Principals Guidance Counselors Data Specialist
All students			

The Data Specialist, Guidance Counselors and Parent Coordinator will hold Parent Workshops regarding the components and usage of SKEDULA.	All parents	Start Date: September 5, 2014 End Date: June 26, 2015	Administration Guidance Counselors Parent Coordinator Parents
By using SKEDULA, student progress is transparent to all stakeholders (students, parents, school administration and teachers). There is an open line of communication and all are encouraged to communicate with one another towards the success of the students.			

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
SKEDULA Program, School Administration, Guidance Counselors

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
40. Specify a timeframe for mid-point progress monitoring activities.				
By February 2015, we will have conducted an ongoing analysis of parent registration data. We expect to see and increase of 8% in parent registration from last year.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
42.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

## Section 6: Academic Intervention Services (AIS)

*(Required for All Schools)*

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
<b>English Language Arts (ELA)</b>	<ul style="list-style-type: none"> <li>• Lowest 1/3 Citywide based on New York State ELA Assessment 2013-2014</li> </ul>	<ul style="list-style-type: none"> <li>• Expeditionary Learning</li> <li>• Study Island</li> <li>• Writing Aligned to Common Core Across Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Small Group Instruction</li> <li>• Peer Tutoring</li> <li>• One to One Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Lunch</li> <li>• After School</li> <li>• Computer Technology</li> <li>• Saturday Academy 2015</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Lowest 1/3 Citywide based on New York State Math Assessment 2013-2014</li> </ul>	<ul style="list-style-type: none"> <li>• CMP3</li> <li>• Study Island</li> <li>• Writing Aligned to Common Core Across Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Small Group Instruction</li> <li>• Peer Tutoring</li> <li>• One to One Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Lunch</li> <li>• After School</li> <li>• Computer Technology</li> <li>• Saturday Academy 2015</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>• Results of Science MOSL pre-assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Smart Science Labs</li> <li>• Study Island</li> <li>• Writing Aligned to Common Core Across Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Small Group Instruction</li> <li>• Peer Tutoring</li> <li>• One to One Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Lunch</li> <li>• After School</li> <li>• Computer Technology</li> <li>• Saturday Academy 2015</li> </ul>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>• Results of Social Studies MOSL pre-assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Study Island</li> <li>• Writing Aligned to Common Core Across Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Small Group Instruction</li> <li>• Peer Tutoring</li> <li>• One to One Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Lunch</li> <li>• After School</li> <li>• Computer Technology</li> <li>• Saturday Academy 2015</li> </ul>
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> <li>• Referrals from Teachers, Parents, Prior School</li> <li>• Professional Learning Committee</li> <li>• School Implementation Team</li> <li>• Students</li> <li>• Community Organizations</li> </ul>	<ul style="list-style-type: none"> <li>• Goal Setting</li> <li>• Individual vs Group counseling</li> <li>• Transition Preparation for High School</li> <li>• College Exploration</li> <li>• Career Exploration</li> <li>• Bullying</li> </ul>	<ul style="list-style-type: none"> <li>• Small Group Counseling</li> <li>• Large Group Counseling</li> <li>• 1 on 1 Counseling</li> <li>• Bilingual Counseling</li> <li>• SAPIS Counseling</li> </ul>	<ul style="list-style-type: none"> <li>• Lunch</li> <li>• Auditoriums</li> <li>• Pull-Out</li> <li>• Classroom Lessons</li> <li>• Computer Technology Classes</li> </ul>

## Section 7: Title I Program Information

### Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
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### Part 2: All Title I Schools

#### 2a. 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.

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#### 2b. 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).

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### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

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#### 3b. 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).

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### Part 4: SWP Schools Only

**4a. 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.).

**4b. 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.

**4c. "Conceptual" Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

## Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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### Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[School name]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[School name]** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;

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

### School-Parent Compact (SPC) Template

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

#### **I. School Responsibilities**

*Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State’s Standards and Assessments by:*

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

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child’s achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school’s Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child’s education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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



**Department of English Language Learners and Student Support**

Milady Baez, Senior Executive Director  
 52 Chambers Street, Room 209  
 New York, New York 10007  
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

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.
  - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

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

<b>Part B: Direct Instruction Supplemental Program Information</b>
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
Total # of ELLs to be served: 90
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 7  
# of certified ESL/Bilingual teachers: 2  
# of content area teachers: 5

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:

Rationale: Adrien Block I.S. 25 has a total of 63 ELL students. Grade 6 has a total of 21 ELLs (8 Advanced, 3 Intermediate and 10 Beginner). Grade 7 has a total of 22 ELLs (5 Advanced, 5 Intermediate and 10 Beginner). Grade 8 has a total of 20 students (8 Advanced, 7 Intermediate, and 6 Beginner). During the 2012-2013 school year, 78% of ELL students scored at a Level 1 and 22% of ELL students scored at a Level 2 on the New York State ELA Assessment. During the 2013-2014 school year we had 74% of ELL students score at a Level 1, 24% of ELL students score at a Level 2 and 2% of ELL students score at a Level 3 on the New York State ELA Assessment. During the 2012-2013 school year 34% of ELL students scored at a Level 1, 35% scored at a Level 2, 20% scored at a Level 3 and 11% scored at a Level 4. The above data indicates that ELL students made significant progress in ELA from 2012-2013 to 2013-2014. This in part is due to the Saturday ELL Academy where students received small group instruction, as well as, web based reading support with Study Island. ELLs did not make the same progress in Mathematics between the two school years. Therefore, we would like to add a mathematical component to the 2015 Saturday ELL Academy.

Subgroups and Grade Levels to be Served: All subgroups (Newcomers, Middle year ELLs, Long-term ELLs, Special Education ELLs, SIFE and Former ELLs across all three grade levels).

Schedule and Duration: The program will run for eight sessions, Saturday, January 24, 2015 until Saturday March 28, 2015. We will have two certified ESL teachers, three Math teachers and two ELA teachers. Students will have one period of ESL, one period of Computer Based Learning and one period of Math. Each period will be one hour in duration. Students will rotate between ESL, Math and Computer classes.

Language of Instruction: All classes will be in English. However, in order to incorporate and accommodate native language, students will have dictionaries and glossaries available in their language, as well as, iPads to use for translations, visuals and audio.

# and Types of Certified Teachers: The program will include two certified ESL teachers, three certified Math teachers, two certified ELA teachers and one Supervisor.

## Part B: Direct Instruction Supplemental Program Information

Types of Materials: Rally Skill by Skill in ELA and Math

## Part C: Professional Development

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

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

Begin description here:

Rationale: As evidenced by the results of a Professional Development Survey given to teachers in September 2014, teachers indicated that they would like professional development in ESL strategies. In addition, in analyzing ADVANCE data in reference to differentiation, it was evident that teachers required more support in this area.

Teachers to Receive Training: Any ELL PD is attended by our two ESL teachers, as well as, content area teachers of ELLs. Teachers that attend ELL PD are then expected to turnkey the learning to the remainder of the staff. All of our classes contain either ELLs or Former ELLs, therefore ESL strategies are incorporated into all classrooms and by all teachers.

Schedule and Duration: ESL and several content area teachers have attended and continue to attend professional development to help deliver better services more efficiently to the ELLs. Much of the professional development has covered the theoretical and practical aspects of bringing academic language to our ELLs. Some Professional Development planned for this year and attended by select teachers and administrators include: Enduring Challenges, Promising Solutions, Newcomers, SIFES, Beginner ELLs and the "3Ls" Approach with Maryann Cucchiara which took place on October 3, 2014 and there will be two more sessions. Another Professional Development teachers attended was Understanding Language Development, Types of Knowledge, Building Prior Knowledge by Jennifer Stengle-Mohr and this took place on December 5, 2014. This PD also has two upcoming additional sessions. Teachers that attended these sessions turnkeyed some of this information during the Election Day Professional Development to the rest of the staff and will continue to turnkey during Monday's Professional Learning time.

Topics to Be Covered: The Difference Between Scaffolds and Crutches, BICS and CALP, Succeeding with ELLs, Scaffolding Complex and Compelling Texts, Generative Word, Academic Words, Deconstructing and Reconstructing Sentences, Building Academic Language, Lesson Plan Structure, Differentiation and Appropriate Support Materials and Resources, and Formative Assessments.

Name of Provider: CFN609, Maryann Cucchiara, Jennifer Stengel-Mohr

## Part D: Parental Engagement Activities

### 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:

Rationale: One of our goals on the 2014-2015 Comprehensive Education Plan is that school leaders and staff will continue to maintain a culture that supports an active partnership between home and school through ongoing parent outreach.

Schedule and Duration: We had our orientation meeting on September 18, 2014. We also had an Open House where parents of ELL students were able to receive training on SKEDULA (parent communication tool) and get information from content area and ESL teachers regarding the Common Core State Standards We provided translators on that day. We also provide additional parent trainings regarding SKEDULA and ARIS and the CCSS throughout the year. ELL parents are encouraged to participate in monthly PTA meetings and are welcome to serve on the School Leadership Team. SKEDULA enables parents and students to communicate with teachers and staff on an ongoing basis. SKEDULA also allows parents and school staff to have messages translated into the home language, making communication between school and home that much easier.

Topics to Be Covered: Common Core State Standards, Expeditionary Learning Curriculum, CMP3 Curriculum, SKEDULA, Building Reponse Team Protocols, Internet Safety, Drug and Alcohol Prevention

Provider: I.S. 25 Staff

How Parents Will Be Notified of These Activities: Parents will be notified through back-packed letters sent home in English and in native languages, K-12 Phone System, Parent Coordinator e-mail chain and listed on Monthly Calendars, as well as, SKEDULA notifications.

### Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	Supervisor- \$1, 268.16 Teachers- \$8,653.68	8 sessions consisting of 3 hours per each session with 7 teachers and 1 supervisor

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Purchased services <ul style="list-style-type: none"><li>High quality staff and curriculum development contracts.</li></ul>	0.00	0.00
Supplies and materials <ul style="list-style-type: none"><li>Must be supplemental.</li><li>Additional curricula, instructional materials.</li><li>Must be clearly listed.</li></ul>	\$1,278.16	Ready NY Common Core Learning Standards ELA and Math
Educational Software (Object Code 199)	0.00	0.00
Travel	0.00	0.00
Other	0.00	0.00
<b>TOTAL</b>	11,200.00	_____

**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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>25</b>	Borough <b>Queens</b>	School Number <b>025</b>
School Name <b>Adrien Block I.S. 25</b>		

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

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>781</b>	Total number of ELLs	<b>59</b>	ELLs as share of total student population (%)	<b>7.55%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
Push-in							1	3	2					6
Pull-out							5	3	2					10
<b>Total</b>	0	0	0	0	0	0	6	6	4	0	0	0	0	16

## B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
TBE											0
Dual Language											0
ESL	40	0	6	16	1	10	3	0	2	59	

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	40	0	6	16	1	10	3	0	2	59
Number of ELLs who have an alternate placement paraprofessional: _____										

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	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	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
Spanish									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

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

## Part III: Assessment Analysis

### Assessment Breakdown

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							7	8	10					25
Intermediate(I)							1	4	1					6
Advanced (A)							10	10	8					28
Total	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>18</b>	<b>22</b>	<b>19</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>59</b>

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	7	3	0	0	10
7	10	4	0	0	14
8	11	2	0	0	13
NYSAA Bilingual (SWD)					0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	6	0	1	3	1	1	0	0	12
7	1	6	1	7	0	3	0	1	19
8	0	9	0	2	0	4	0	1	16
NYSAA Bilingual (SWD)									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	4	0	3	2	4	10	0	2	25

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

**After reviewing and analyzing the assessment data, answer the following:**

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
We utilize ESL Reading Smart to assess each ELL student's English Language proficiency and then start them on an individualized program to meet them where they are and develop their English proficiency.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The data reveals that the majority of our ELLs are either Beginner or Advanced with fewer at the Intermediate level. The majority of our Beginners are in Grade 8 and the majority of the Intermediate students are in Grade 7. Looking closely at each modality of the NYSESLAT, ESL teachers have identified areas for improvement with the majority of ESL students requiring extra support in Reading and Writing. This data has informed our school's instructional plan by guiding our curriculum mapping and lesson planning by including access for all students, specifically ELLs and strategies to address the needs of these students. In addition, we have purchased a web based English language learning program called ESL Reading Smart. ESL ReadingSmart helps middle school ESL students face the challenge of learning English while mastering content in academic subjects. We have also purchased additional SmartBoards and forty four iPads and an iPad cart so that ESL and content area teachers can use them specifically as translators and by utilizing programs and applications that allow for visual representation of content being taught.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

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

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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

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

N/A

6. How do you make sure that a child's second language development is considered in instructional decisions?

Second Language Development is considered in all areas from student placement to programming to curriculum mapping and planning and professional development offered to all teachers. We have revisited our curriculum maps in order to include entry points for ELLs and access for all students. The -04 and -05 classes on each grade level contain a mix of general education and ELL students. This is done so that when the ELL teachers are programmed to support students in the content areas, ESL teachers are able to work with the same groups of students throughout the school year and in various content areas. When teachers are mapping their curriculum and planning daily instruction, access for all students is planned for. Scaffolds and supports are in place to address the needs of all students, ELLs included. Professional Development for all teachers, not only teachers of ELLs, focuses on strategies used to address the needs of ELL students.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

N/A

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

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

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
At registration, parents/guardians of students who are new to the school and new to the New York City school system are given an HLIS (Home Language Identification Survey) to complete. The Pupil Accounting Secretary, before completing registration, notifies the licensed ESL Coordinator/Teacher to explain how to complete the survey and informally screen the parents/guardians. When needed, a translator joins the interview team and translates versions of the survey. Different translations of the survey are available as well. Based on this survey the students may qualify for testing on the LAB-R. Within the first ten days of school, the Lab-R is administered. Beginning January 2014, students will be assessed using the NYSITELL (New York State Identification Test for English Language Learners). The LAB-R is administered by a licensed ESL teacher. If, based on this test the students qualify for ESL services, they are then placed in the appropriate ESL program (beginner, intermediate, advanced) according to parent choice where feasible. Once in the program, students are assessed annually with the NYSESLAT (New York State English as a Second Language Achievement Test) to measure their progress until they exit the program.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.  
Parents are given an orientation within the first ten days of registering their child at I.S. 25. Entitlement letters, Parent Surveys and Program Selection Forms are immediately given to parents. The ESL Coordinator keeps records of all forms that are returned. IAAt the orientation, we thoroughly explain the three options available (Transitional Bilingual, Dual Language, and Freestanding English as a Second Language). To ensure clear communication, translators are on hand, and the video is shown in the parents' home language. Parents have a choice of the program they prefer for their child. Parents of students that register after the school year has commenced are given the opportunity to see the video in their native language before filling out the Program Selection forms. Several members of the faculty participate in this orientation. The Principal, Assistant Principals, the Parent Coordinator, Guidance Counselors and two ESL teachers all take part in our orientation, welcoming these parents to our school community. The Parent Coordinator explains how they can participate in our PTA and also provides them with her direct phone number should they have any questions. Guidance counselors are invited to speak to our 8th grade ELL parents specifically to discuss the high school application process. Once again, translations of the applications and the directories are provided. When a new admit enters the building, the pupil accounting secretary does the intake procedure in conjunction with one of our ESL teachers. Included in the paperwork for the parent to fill out is the Home Language Identification Survey (HLIS) form. The ESL teacher talks to the parent either in English and/or native language (if the parent speaks language other than English. We use iPads to help translate and/or communicate). We show the video link in their native language that informs them of their choice. i.e. Dual Language, Transitional Bilingual Education, Freestanding English as a Second Language. Upon watching the video, if there are any concerns and/or questions from the parent, we address them accordingly. Whenever the HLIS is filled out in such a way that the student needs to take the LAB-R, an ESL teacher administers it within ten days of the student's admission. We also have the parent fill out the parent survey form according to their native language.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
Entitlement letters, Parent Surveys and Program Selection forms in English and/or translated versions are all distributed immediately to students in envelopes to bring home to parents. The ESL Coordinator keeps records of who returns forms and

reaches out to parents for completed forms. Parents are encouraged to select the option of their choice. For those students whose forms are not returned, the default program is Transitional Bilingual Education. Our ESL Coordinator maintains records of the Program Selection Forms, Parent Surveys and Entitlement Letters in a binder in the ESL Office.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.  
We encourage each parent to select his/her option honestly, even if his/her choice is not available at our school. If enough parents request the same program on contiguous grade levels, I.S. 25 will provide that program. All of this is communicated to the parents through our translators. The ESL Coordinator and the Pupil Accounting Secretary work together to ensure that the ELPC screen in ATS is updated within 20 days of student's admittal and placement.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
Each year, near the time of NYSESLAT, the ESL teacher runs the report- RLAT from the ATS to determine which students needs to take the test. We administer the Speaking Test portion one student at a time. The ESL teacher administers this portion of the test to those students who she does not serve in order to comply - according to the administration manual. The ESL teachers administer the listening, reading, and writing tests, one modality per day. If there are any students that are absent from any and/or all of the modalities, there are days set aside to give make-ups. This is all done within the window prescribed by the state. We first administer the listening modality, then the reading, and finally the writing. Even for the absentees, we administer the modalities in the same order.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.   
A majority of I.S. 25 parents have selected the Freestanding ESL program. Although requests for bilingual education programs have come in, there were not enough requests to warrant the creation of such a program at this school. Historically at I. S. 25, parents have overwhelmingly selected our Freestanding ESL option. This year out of fifty-nine students, twenty-two have chosen ESL, five have chosen Bilingual Education, twelve have chosen Dual Language and 15 are Special Education ELLs. Although parents have chosen transitional bilingual education, this choice was not on contiguous grade levels nor within the same language. However, if the langauges were the same and the students were on two contiguous grade levels, a Dual Language Program would be created. In 2011-2012: 6 chose ESL and 5 chose Dual Language, in 2012-2013: 9 chose Dual Language, 5 chose ESL and 1 chose Bilingual Ed and this year: 6 chose ESL, 3 chose Dual Language, 1 chose Bilingual Education. The trend shows that parents prefer ESL over the other two programs for their children. Our school offers freestanding ESL program. We keep track of what parents choose every year by keeping record of their choices.

# Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

I.S. 25 offers Freestanding ESL. Most of our program follows the push-in model, while we still have additional pull-out classes for Beginners. However, over the past three years, we have made an effort to reduce the number of pull-out classes and increase the number of push-in classes. During the push-in sessions, ESL teachers work with classroom teachers to support the ELL population and review language structures critical for student comprehension. During the pull-out sessions, we provide scaffolding of the academic content, we review essential academic vocabulary and concepts, along with background information our students need. For our pull-out programs, students are grouped homogeneously. When we push-in to their regular classes, however, they are grouped heterogeneously. This year we have scheduled the ESL teachers to Push-In to ELA, Social Studies and Science classes in order to support ELLs towards reaching the Common Core Literacy Standards.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Our students are provided the mandated number of instructional minutes. Two licensed ESL teachers deliver instruction. Beginner and Intermediate ESL students receive 360 minutes of service in Literacy and ESL. Advanced students receive 180 minutes of instruction in Literacy and ESL. This is in addition to their regular English program. ESL teachers also push into content area subjects where the ELL students are, in order to support instruction and student learning.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Since the Freestanding ESL program is the only model in our school, the 180/360 minutes are all provided with this model. In both push-in/pull-out classes, ESL strategies are incorporated in the lesson. Library books, textbooks and other materials are provided in native languages wherever possible. We have purchased high interest, lower level materials that correspond to the curriculum covered in Social Studies and Science. Additionally, we have purchased libraries with fiction and non-fiction multi-level books to assist our ELL learners. Glossaries are provided for all ELLs for each major subject. Forty-four iPads and an iPad cart have been purchased for use by ELLs. Many applications have been put onto the iPads to assist ELLs.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Students have an opportunity to take the State Math test in their native language where applicable.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

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

Instruction is scaffolded for ELLs in each of their content area subjects. Curriculum Maps and lesson plans contain access for all with entry points specifically designed to support ELLs. We use a variety of methodologies in content area classrooms to address ELLs specifically. Vocabulary is selected in accordance to the subject area being taught and with consideration for each child's level of English proficiency along with necessary academic vocabulary that is used in all content areas. Teachers focus on high frequency

academic words, high use words based on the content taught, big idea words, and using visual representations. Another consideration used for differentiation with ELLs is scaffolding of lessons. Teachers model for students, draw on students' prior knowledge, use visualization strategies and graphic organizers and sentence starters. Native language support is given by the use of electronic glossaries and supplying various ELA and Social Studies materials in native languages. Our plan for Newcomers includes partnering these students with another student that speaks the same language in order to be a support for the Newcomer. We also provide these students with ESL Reading Smart, glossaries and iPads to be used for translation and scaffolded instruction, and extended day services. Last year we conducted a Saturday ELLs Academy and we plan to have one for the 2013-2014 school year also. Our plan for long term ELLs, teachers place a strong focus on academic vocabulary necessary for the to succeed in all content areas. Teachers use Access for All strategies based on formative and summative data when curriculum mapping and lesson planning. Long term ELLs also participate in ESL Reading Smart and are invited to attend the Saturday ELLs Academy, as well as receiving extended day services. We have on SIFE student who is in our Special Placement class in Grade 7. However, she does receive her mandated ESL services.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Strategies that are utilized by teachers of ELL-SWDs include but are not limited to the strategies mentioned in the reponse to #6 in addition to recommendations made on their IEP. Two of our ELL-SWD students have a bilingual para in the classroom. Other students benefit from translated work in the native language and scaffolds for English language texts and classwork. Grade appropriate text from the Common Core Library is also utilized. ESL ReadingSmart si also utilized as an effective web-based learning environment designed to accelerate English language development (ELD) for English Language Learners in grades 4 through 12, college, and adult education programs. Each lesson contains activities and reading selections for students, as well as online lesson plans, worksheets, and printable handouts for teachers. Instructional materials are written at a variety of English proficiency levels, helping teachers solve the challenge of teaching ELLs in multi-level classrooms. ESL Reading Smart content is designed to accelerate English language development, support state ESL learning objectives, track students English language development, integrate ELA and ESL objectives and integrate reading, writing, listening and speaking skills. Our newly arrived ELL students meet with the ESL teachers two days per week after school for additional English instruction, in addition to the six to eight periods a week of ELA instruction. Newcomers are also provided with electronic glossaries for use in all subject areas. 44 iPads and an iPad cart have been purchased specifically for use with our ELL population.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

ESL students are mainstreamed in every subject area and they are provided support by having instruction scaffolded to meet their needs and their proficiency levels, as well as, having push-in ESL teachers to work with them in various areas of Literacy. This provides for the least restrictive learning environment for ELL-SWDs.

### Courses Taught in Languages Other than English

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

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

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

### Courses Taught in Languages Other than English

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

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


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

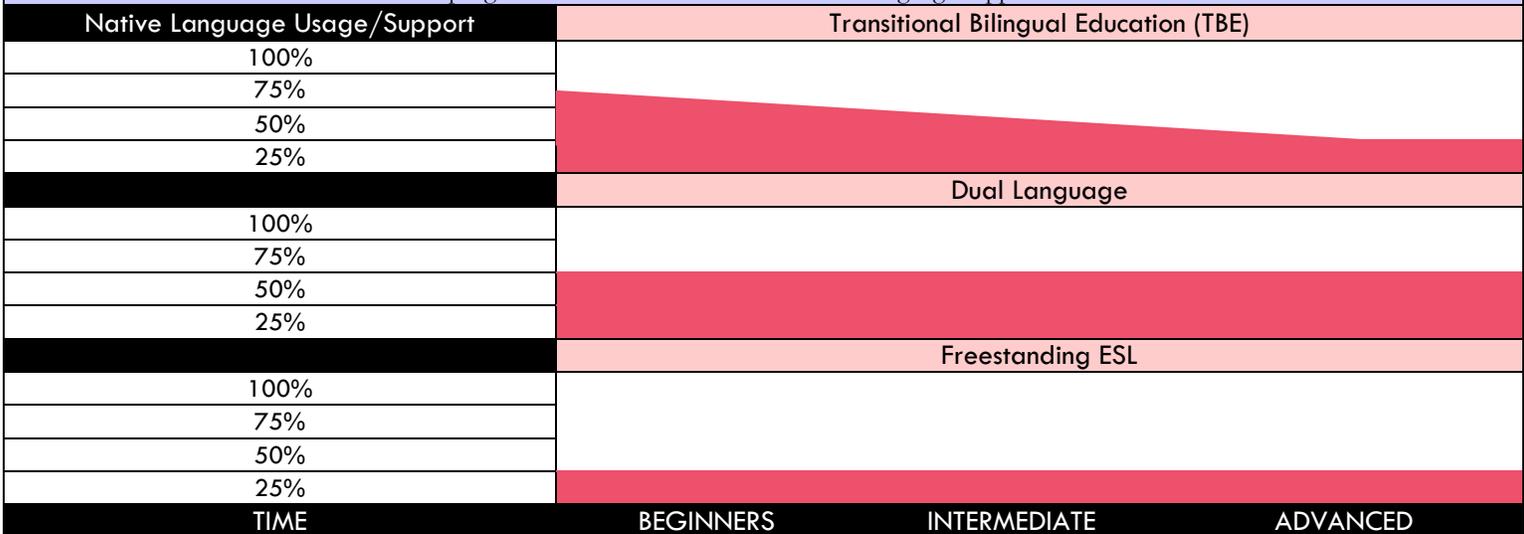
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

### Native Language Usage and Supports

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



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

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.  
This year we will build upon our work using ESL Reading Smart, as we did last year, for all of our ELL students. ESL ReadingSmart is an effective web-based learning environment designed to accelerate English language development (ELD) for English Language Learners in grades 4 through 12, college, and adult education programs. Each lesson contains activities and reading selections for students, as well as online lesson plans, worksheets, and printable handouts for teachers. Instructional materials are written at a variety of English proficiency levels, helping teachers solve the challenge of teaching ELLs in multi-level classrooms. ESL Reading Smart content is designed to accelerate English language development, support state ESL learning objectives, track students English language development, integrate ELA and ESL objectives and integrate reading, writing, listening and speaking skills. Our newly arrived ELL students meet with the ESL teachers two days per week after school for additional English instruction, in addition to the six to eight periods a week of ELA instruction. Newcomers are also provided with electronic glossaries for use in all subject areas. They also receive instruction using ESL Reading Smart to improve their vocabulary and comprehension skills. All of our ELL students are offered after school classes two days a week. Classes are sometimes split between two subject areas depending upon the needs of the individual child. Our special needs students meet with a Special Education Teacher for additional instruction three periods a week, in addition to the six to eight periods of ELA instruction a week. Students in the 8th grade take Spanish class three periods a week. Our 7th grade classes are taking Spanish also.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
During the 2012-2013 school year, we implemented an ELLs Saturday Academy for current and former ELLs to prepare them for the State ELA and Math tests. We will be having an ELL Saturday Academy for the 2013-2014 school year also. We began using ESL Reading Smart, a web based computer program, last year and will continue to do so this year. We met our AYP in ELA and Math for the 2012-2013 school year.
11. What new programs or improvements will be considered for the upcoming school year?  
We have lessened our number of pull-out periods per week and instead increased our puh-in services. We have provided professional development for ESL teachers so that they can help to support our new ELA curriculum, Expeditionary Learning and Literacy across all content areas. We will continue to utilize ESL Reading Smart and we will implement a Saturday ELLs Academy for the 2013-2014 school year.
12. What programs/services for ELLs will be discontinued and why?  
We do not plan on discontinuing any ELL services.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
ELLs have access to all school programs. These programs include: Saturday ELLs Academy, Extended Day, Skedula/PupilPath, Study Island/ESL Reading Smart, Student Government, Safety Squad, Cheerleading, Football, Keyboard, Band, Chorus, Dance and Art (Grade8). This year we will use our Title II allocation to hold an Saturday ELL Academy which will prepare ELLs for the NY State ELA and Math Exams.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?  
ELLs are given a copy of the class novels and Student Workbooks in ELA and in Math they are given materials provided by the teacher. In Social Studies and Science, ELLs have access to the texts being used and in some cases have translated versions of the textbooks in addition to the English versions. ELLs are provided with dictionaries/glossaries for each content area, electronic translators are also available, as well as, iPads. iPads are pre-programmed with translation and interpretations apps. ELLs have access to ESL Reading Smart, a web based program designed to accelerate English language development.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?  
Native language support is delivered by classroom materials being translated, when necessary, to accommodate a student's native language while supporting current curriculum demands. Students also have use of technology to assist them in maneuvering between their native language and their English language learning.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
Alll resources, regardless of the subject area, correspond to the student's age and grade level. There are different curricula for each grade level/subject area. In addition, teachers utilize apporprate supporting text comparable to the student's proficiency level in an effort to scaffold towards higher level text.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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

18. What language electives are offered to ELLs?

Seventh and eighth grade ELLs take Spanish.

19. For schools with dual language programs:

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

N/A

### C. Professional Development and Support for School Staff

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

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

ESL and content area teachers attend professional development given by our Network, the Department of Education, Carol Turoff (a consultant from CITE) and professional development offered by the supervisor of the ESL Department. During the 2012-2013 school year, our ESL teachers attended the New York State TESOL Conference and they will also attend during the 2013-2014 school year. Some professional development has been including Access for ALL (ELLs being one subgroup) when curriculum mapping and lesson planning. Academic Language has been another area of focus for professional development as it relates to ELLs. Scaffolding, conferencing, guided reading, close reading, analyzing student work, increasing accountable talk strategies and using formative assessments are all areas for professional development planned for this year. Information obtained by supervisors at Professional Development taught by Maryann Cucchiara for one particular session and another taught by Kate Kinsella has been turnkeyed to all Literacy teachers/ESL teachers. Professional Development for the 2013-2014 school year includes topics such as: Total Physical Response (TPR), Using Guiding Questions to Move to Higher Order Questioning, Utilizing and Teaching Academic Vocabulary, Deconstruction and Reconstruction of Challenging Text, Identifying Challenging Material for ELLs, Strategies to Scaffold Content Area Curriculum.

Our guidance counselors work with ELL students that are transitioning into middle school from elementary school and also preparing middle school ELLs for high school. New students are given a partner in their class that speaks the same language from the start so that new students are not on their own and have a buddy to familiarize them with the school and its programs. In addition, during the 2013-2014 school year, 8<sup>th</sup> Grade ELL students visited Flushing International High School to familiarize them with the school and its offerings so that they might include it in their choices for high school.

### D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
  1. We offer between three and four meetings per year for our ELL parents. We had our first orientation meeting for parents of new ELLs on Tuesday, September 21, 2013. There were approximately four families represented at the meeting. We provided translators in two languages; Korean and Chinese. We offer email addresses of school staff to the parents and always involve our Parent Coordinator, Ms. Trotter, in all activities for the parents of ELL students. We offer translators, as often as possible, at our monthly PTA meetings and on Parent Teacher Conference days. We also provide parent trainings regarding Skedula/PupilPath. ELL parents are encouraged to participate in monthly PTA meetings and are welcome to serve on the School Leadership Team.
  2. We currently do not partner with any other agencies or Community Based Organizations to provide workshops for ELLs.
  3. We evaluate the needs of the parents through the Parent Survey, conversations and conferences with parents and with our Parent Coordinator.
  4. All of our parent involvement activities are geared towards assisting and supporting parents in supporting their children. Parents were unsure of the expectations teachers had for their children, therefore, we had an Open School Night for parents to meet with teachers and discuss expectations. Parents had difficulties navigating Skedula and therefore we addressed this need by providing parent workshops. We have continued these activities for the 2013-2014 school year.

## **E. Additional Information**

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

Paste response to question here:

## Part VI: LAP Assurances

School Name: Adrien Block I.S. 25

School DBN: 25Q025

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

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

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

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

Cluster: 6 Network: 609

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

### **Part A: Needs Assessment Findings**

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

A needs assessment of I.S. 25's written and oral translation needs was done using the Language Preference Survey provided by the Department of Education. This survey is available in several translations and is sent home with students. The participants of the survey included all students: English Language Learners, Students With Disabilities and General Education students. We also know through the Learning Environment Survey that language and communication with parents is essential. Our school has adapted Datacation where e-mails can be sent to parents from teachers and other school staff in the students' native language.

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

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

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

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

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

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

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

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

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

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

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

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

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

The school will fulfill the Chancellor's Regulations by having translation services provided and documents prepared in accordance with Section VII of the Chancellor's Regulations A-663. During the 2013-2014 school year, these services will continue. We plan to fulfill this requirement by providing the parents with translations both orally and written. Parents will be involved during workshops and meetings. They will be offered parent training and will also be included in all school activities. Parents will be provided with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. Translated versions of this document are also provided. We post near the primary entrance to the school, a sign in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services.