

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

24Q125

School Name:

I.S. 125 THOM J. McCANN WOODSIDE

Principal:

JUDY MITTLER

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: I.S. 125 School Number (DBN): 24Q125
Grades Served: 6-8
School Address: 46-02 47 ave Woodside, NY 11377
Phone Number: 718-937-0320 Fax: _____
School Contact Person: Sara E. Ballute Email Address: sballute@schools.nyc.gov
Principal: Judy L. Mittler
UFT Chapter Leader: Tracey Miller
Parents' Association President: Sabel Vega
SLT Chairperson: Sara E. Ballute
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Sabel Vega
Student Representative(s): _____

District Information

District: 24 Superintendent: Madeline Taub-Chan
Superintendent's Office Address: 98-50 50th Ave Corona, NY 11368
Superintendent's Email Address: Mchan2@schools.nyc.gov
Phone Number: 718-592-3357 Fax: 718 672-3117

Borough Field Support Center (BFSC)

BFSC: Queens North Director: Lawrence Pendergast
Director's Office Address: 28-11 Queens Plaza North
Director's Email Address: lpender@schools.nyc.gov
Phone Number: 718-828-5480 Fax: _____

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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Judy Mittler	*Principal or Designee	
Tracey Miller	*UFT Chapter Leader or Designee	
Sabel Vega	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Judy Ho	CBO Representative, if applicable	
Sara Ballute	Member/ Administration	
Maryann Morgan	Member/ UFT	
Nicole Goldman	Member/ UFT	
Mayra Mejia	Member/ Parent	
Gissela Palacios	Member/ Parent	
Maria Juela	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Inez Rodruigez	Member/ Parent	
	Member/	

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: 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 Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** 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.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** 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.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

I.S. 125, located in Woodside/Sunnyside, Queens, is a robust and vibrant learning community that serves a diverse student body hailing from over 70 countries. Our two hundred and fifty-nine English Language Learners receive a supportive, inclusive and differentiated education during the week; also attend an ELL Saturday academy to further their language acquisition. We have a comprehensive arts program, which affords all our students the opportunity to take dance, theatre, chorus, orchestra or art three times a week.

Our Regents program offers qualifying students the opportunity to enter high school with credit for four Regents exams, Algebra, 11th grade English, 11th grade U.S. History and Government, and Earth Science, as well as the foreign language proficiency exam. We are in our 14th year of partnership with the Sports and Arts in Schools Foundation, which serves 300 students each day for 3 hours, as well as club programs, including: theatre, dance, chorus, yearbook, Builders Club, Sunnyside Community Services, Kiwanis, student government, green team, and our morning radio show, WBLISS. In addition, we have inter-scholastic basketball teams and intramural sports programs.

To better serve our ELL and SWD population, Boost and Blitz has been implemented. This intervention is a hands on approach to teaching phonics based instruction designed to target students reading far below grade level. Through ongoing assessment, this program tracks student progress and enables teachers to determine if students are lacking in fluency or decoding. We are also implementing Achieve 3000; a non-fiction cross content reading program that differentiates articles based on students exile levels. This program gives students the opportunity and to delve deeper into vocabulary acquisition and use close reading strategies to deconstruct complex text. The principal, ELL assistant principal, and ELL teacher have attended the Harvard/OELL MS literacy institute workshops to learn and implement strategies to move long-term ELL students into the general population.

After reviewing the 2014-2015 baseline assessments it was evident that students were lacking in basic writing skills. As a result, two teacher leaders received extensive training on Judith Hochman's Writing Revolution Program. It is a program that is designed to address basic writing skills. The teachers turn keyed the training to the staff and as of September 2014, all content area teachers are implementing this program.

After completing our first round of observations, it was evident that teachers needed additional strategies to facilitate questioning and discussion techniques in their classroom discussion. Professional developments were provided to the staff on effective question and discussion strategies from Expeditionary Learning on Engage NY. We have also partnered with Queens College in the NYC DOE CSD24 Collaborative designed to nurture and cultivate student teachers.

Our mission statement, "We, the school community of I.S. 125, including parents and local community organizations, will create a safe, welcoming and nurturing learning environment for all students including ELL, Special Education and high achieving students. The quality of teaching and learning will be enhanced through 2015-16 CEP 8 the inclusion of cultural arts and technology into the core curricula while addressing the physical, intellectual, emotional and social needs of the school community in order to promote excellence. Self-esteem, respect, understanding and appreciation of diversity will be fostered, thereby creating a community of lifelong learners committed to the improvement of the world." embodies our philosophy that a student-centered public education is the cornerstone of the path to college and career.

24Q125 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	1540	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	1	# Dual Language	N/A	# Self-Contained English as a Second Language
				12
Types and Number of Special Education Classes (2014-15)				
# Special Classes	27	# SETSS	32	# Integrated Collaborative Teaching
				37
Types and Number of Special Classes (2014-15)				
# Visual Arts	12	# Music	13	# Drama
				20
# Foreign Language	10	# Dance	5	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	70.7%	% Attendance Rate		95.5%
% Free Lunch	59.1%	% Reduced Lunch		1.9%
% Limited English Proficient	17.0%	% Students with Disabilities		15.0%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.4%	% Black or African American		1.4%
% Hispanic or Latino	53.5%	% Asian or Native Hawaiian/Pacific Islander		38.1%
% White	6.5%	% Multi-Racial		0.1%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	12.16	# of Assistant Principals (2014-15)		4
# of Deans (2014-15)	5	# of Counselors/Social Workers (2014-15)		5
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		5.58
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	29.9%	Mathematics Performance at levels 3 & 4		45.6%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		72.6%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	99.1%	Mathematics Performance at levels 3 & 4		94.4%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		YES
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

Section 5A – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–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.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

As per data from Danielson Framework for teaching for the 2014-15 school year, there was a .07-drop in domain 1a and an .11-drop in domain 1e. This area of finding was also consistent with the quality reviewer’s finding of an area of improvement for quality statement 1.2. The staff was surveyed to gauge their level of comfort and understanding of differentiated instruction. 72% of the staff indicated that they were somewhat comfortable or greater with differentiated instruction.

As per the Quality Review from March 2015, the school's strengths include a Well Developed Rating for 1.1, Ensuring engaging, rigorous, and coherent curricula in all subjects. The school's area of focus and improvement for 2015-2016 is for point 1.2. The school was rated Proficient in developing pedagogy that meets the needs of all learners so that all students produced meaningful work products.

As per the Quality Review, the Regents and Honors students were not afforded as many creative learning opportunities. Such opportunities will be discussed during the school's differentiation committee meetings over the course of the school year.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, as per the Danielson Framework for Teaching , there will be a 3 percent increase in both domain 1a and 1e. As a result, over 85% of the staff will indicate that they are somewhat comfortable or greater with differentiated instruction. The teachers who work with Regents students will all be rated effective in these domains. Teachers provides a variety of appropriately challenging resources that are differentiated for students in the class. Additionally, learning activities are matched to instructional outcomes.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Post observation conferences will be conducted after all observations and will include self reflection and analysis of differentiated practices.</p>	<p>Teachers</p>	<p>9/15-5/16</p>	<p>Administration</p>
<p>Intervisitation by those teachers that received an ineffective or developing in those areas will be scheduled by instructional teacher leaders, which will facilitate the classroom observations of highly effective teachers in domains 1A and 1E, Teachers will meet with their supervisors to reflect on best practices and steps to implement new learnings.</p>	<p>Teachers will less than effective ratings in 1A and 1E</p>	<p>9/15-5/16</p>	<p>Instructional Teacher Leaders/ Teachers/ Administration</p>
<p>Trust will be evidenced through classroom intervisitations and teacher-to-teacher meetings.</p>	<p>Teachers</p>	<p>9/15-5/16</p>	<p>Instructional Teacher Leaders/Core Inquiry Team</p>
<p>A differentiation committee was created in April of 2015 to support teachers in lesson planning.</p>	<p>Teachers</p>	<p>9/15-5/16</p>	<p>Differentiation team members</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>A teacher observation schedule will be created, as well as an intervisitation schedule. School will purchase Teachboost to better aggregate observation data. A Peer Collaborative Teacher, IEP teacher, mentor teachers and the differentiation committee will support teachers in creating rigorous, well structured lessons. Achieve 3000 is used in every class and supports students at all learning levels. Teacher schedules include Common Planning time. The Differentiation Committee meets on Tuesdays during the allocated additional duties time.</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p>Tax Levy</p>		<p>Title I SWP</p>	<p>X</p>	<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>	<p>Title III, Immigrant</p>
	<p>C4E</p>		<p>21st Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>		<p>In Kind</p>	<p>Other</p>

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Observation data will be analyzed and posted in the principal's office each quarter. In February 2016, the school will conduct a survey of the teachers to determine the percentage of teachers who feel confident differentiating their instruction. The midyear goal is for 75% of teachers to feel confident in differentiating their instruction.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5B – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

According to the Framework for Great Schools Report 2015, IS. 125 scored 99% on the Social-Emotional measure compared to 95% by the city. The school earned an 81% on Peer Support for Academic Work. The overall teacher rating for 3d on the Danielson's Framework for Teaching showed that 79.1% of teachers were rated Effective. Part of this rating includes incorporating peer assessment into the lesson and unit planning.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 all teachers will incorporate peer assessments into their unit planning and 85% will be rated Effective or Higher on component 3d. The school earn 85% on the Peer Support for academic work component of the Framework for Great Schools Report.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Co-planning has been programmed into the teachers' schedules to allow for assessment and discussion, including how to incorporate peer assessments into their units.	Teachers	9/15-6/16	Administration and teachers
Professional development will be offered to teachers to develop various levels of assessments.	Teachers	9/15-6/16	Administration and teachers

Intervisitation by those teachers that received an ineffective or developing in those areas will be scheduled by instructional teacher leaders, which will facilitate the classroom observations of highly effective teachers in domains 3d Teachers will meet with their supervisors to reflect on best practices and steps to implement new learnings.	Teachers	9/15-9/16	Administration and teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Co-planning and grade team meetings have been incorporated into the teachers' schedules to provide time to discuss and create assessments. Time has been allocated during the Monday and Tuesday professional time for professional development opportunities.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, all teachers will submit evidence of peer assessment through student work and rubrics. 75% of teachers will be rated effective in their observations for component 3d.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5C – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Area 4.2 on the Quality Review, Engaging in Structured Professional Collaboration, was indicated as an area of celebration and graded Well Developed. The school will expand the range of individuals involved for the 2015-2016 school year.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 all teachers, deans, and guidance counselors will engage in collaborative planning and inquiry cycles to target students who are at-risk academically, socially, and behaviorally.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Weekly team meetings and professional development is built into teacher schedules in order to collaborate and conduct inquiry cycles. This includes data analysis to identify target students, goal setting, collaborative skill intervention planning, and assessment of student work.</p>	<p>Teachers</p>	<p>9/15-6/16</p>	<p>Administration.</p>

Professional development around cycles of learning will be provided every two weeks.	Teachers	9/1/5-6/16	Administration
Teachers will conduct intervisitations to observe the teaching of high-leverage skills.	Teachers	9/15/-6//16	Teachers and Administration

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Team meeting time and Monday professional development time has been allocated for inquiry work and collaboration. Class coverages will be provided for teachers who are involved in intervisitations. The Technology Committee will provide professional development on Google Docs so that participants are fluent in the platform on which they will document their inquiry work.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, teachers, deans, and guidance counselors will be involved in inquiry cycles that target high risk students. All work will be published on the Google Doc for Schools platform. This process will be formally assessed by the staff in December 2016 for value and effectiveness.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5D – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

As per the NYC Framework for Great Schools, I.S. 125 scored three points below city average in “Inclusive principal leadership” and four points below city average in “teacher influence.”

The principal has an open door policy with the PTA and the SLT. However, we recognize that an open door policy must also be complimented by an active outreach program that includes the pursuance of inclusive leadership. Also from the report, 74% of Parents feel that the administration works to create a community in the school. 68% feel that the administration is strongly committed to shared decision making.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, I.S. 125 will score three points above it’s current score of 88 on “Inclusive principal leadership” and four points above its current score of 63 on “teacher influence” as per the NYC Framework for Great Schools survey.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>The administration is meeting with the PTA board once per month to further deepen the inclusive principal leadership.</p>	<p>Parents</p>	<p>9/15/-6/16</p>	<p>Administration</p>
<p>Once per month the school will host a "Breakfast with the Principal" to foster a welcome dialogue and trust between the administration and community stakeholders.</p>	<p>Parents and community members</p>	<p>10/15-6/16</p>	<p>Administration</p>
<p>Once per month the administration will meet with the student government to discuss the state of the school and student body concerns.</p>	<p>Students</p>	<p>10/15-6/16</p>	<p>Administration</p>
<p>Teachers will lead various committees that will have an educational impact on the school.</p>	<p>Teachers</p>	<p>9/15-6/16</p>	<p>Teachers and Administration</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Teachers will use the time designated for "other professional duty" to participated in the committees and well as unassigned periods during the school day. The administration will set aside an hour and a half each month the meet with the constituency.</p>										
<p>Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>In February 2016 the school will administer a parent and teacher survey to evaluate the effectiveness of the program.</p>

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5E – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

As per the NYC Framework for Great Schools, I.S. 125 scored twelve points below city average in “parent involvement in the school.” However, the teacher outreach to parents was rated at 92%.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, I.S. 125 will increase our score by five percentage points for “parent involvement in the school” as per the NYC Framework for Great Schools.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>The parent coordinator will conduct a survey to expand family and community events that will require both students and their parents to attend. This will include but not be limited to family movie night, family game night, family trips to cultural institutions,</p>	<p>Families within the school community.</p>	<p>9/15-6/16</p>	<p>All staff and administration. Parent coordinator.</p>

We will expand our community outreach during our Multicultural Festival to businesses other than just restaurants.	Local businesses and community organizations	9/15-4/15	All staff involved in the multicultural show and festival.
Once per month the school will host a "Breakfast with the Principal" to foster a welcome dialogue and trust between the administration and community stakeholders.	Families within the school community.	9/15-6/16	Administration

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Staff voluntarily participates in functions and their efforts are acknowledged by the administration. The school will host the Multicultural Festival with donations from the community.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, the school will survey the families to determine the effectiveness of the program.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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 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.)
English Language Arts (ELA)	I.S. 125 designs each class based upon a student’s academic performance on both summative and formative assessments. Student’s scoring below State proficiency are programmed to receive academic intervention services.	The Achieve 3000 program has been in effect for three years as an approved scientific research based program to assist all At-Risk students, our self-contained special education students and ESL students in the following areas: accelerate reading comprehension, vocabulary, writing proficiency and performance on State exams. Achieve3000 offers differentiated instruction through a web-based platform geared towards the different learning needs of individual students. Close reading strategies are incorporated into various lessons. Elements of Grammar are incorporated into writing assignments. The Common Core State Standards are incorporated to help develop the skills in reading, writing, speaking, and listening. The use of the following technology is also incorporated on an as need basis: Laptops, SMART boards, documents cameras, response pads, iPads, and Brain Pop	AIS teachers adapt curriculum, make modifications, provide adaptations and provide Universal Design for Learning strategies as needed. Workstations are used to provide small group instruction as well as one to one when necessary. Students are grouped according to their individual needs and tutoring is provided on an individual basis. Great Leaps is used for the students who have difficulty with fluency. Technology based	This takes place during the school day, within the classroom with the teacher differentiating his/her lessons according to the needs of the students.

			programs are incorporated into our self-contained, Integrated Co-teaching and ESL classes.	
Mathematics	I.S. 125 designs each class based upon a student's academic performance on both summative and formative assessments. Student's scoring below State proficiency are programmed to receive academic intervention services.	<p>The modules designed by the State of New York as being implemented, Prentice Hall Mathematics book, The following websites are being implemented: www.classzone.com</p> <p>www.ixl/signin/woodside</p> <p>www.khanacademy.org</p> <p>www.mathplayground.com</p> <p>www.funbrain.com</p> <p>www.coolmath.com</p> <p>www.kenken.com</p> <p>http://www.figurethis.org/challenge.toc.htm</p> <p>www.multiplication.com/interactive_games.htm</p> <p>www.kidsnumbers.com</p> <p>www.fun4thebrain.com</p> <p>www.amathsdictionaryforkids.com</p> <p>www.mathisfun.com</p> <p>www.i-ready.com</p>	AIS teachers adapt curriculum, make modifications, provide adaptations and provide Universal Design for Learning strategies as needed. Workstations are used to provide small group instruction as well as one to one when necessary. Students are grouped according to their individual needs and tutoring is provided on an individual basis. Technology based programs are incorporated into all classes and the programs I ready and IXL have been implemented. This program focuses on all aspects of the math Common Core State	This takes place during the school day, within the classroom with the teacher differentiating his/her lessons according to the needs of the students.

			Standards per grade.	
Science	I.S. 125 designs each class based upon a student's academic performance on both summative and formative assessments. Student's scoring below State proficiency are programmed to receive academic intervention services.	The teachers are incorporating non-fiction leveled texts focusing on real world experiences. Differentiated tasks, Close reading strategies and culminating activities are designed through various assignments including writing to help students meet the particular challenges of reading, writing, speaking, listening, and language in Science. The use of the following technology is also incorporated on an as need basis: Laptops, SMART boards, documents cameras, response pads, iPads, Brain Pop, Discovery Education, Eduware, and School Messenger.	AIS teachers adapt curriculum, make modifications, provide adaptations and provide Universal Design for Learning strategies as needed. Workstations are used to provide small group instruction as well as one to one when necessary. Students are grouped according to their individual needs and tutoring is provided on an individual basis.	This takes place during the school day, within the classroom with the teacher differentiating his/her lessons according to the needs of the students.
Social Studies	I.S. 125 designs each class based upon a student's academic performance on both summative and formative assessments. Student's scoring below State proficiency are programmed to receive	The teachers are incorporating non-fiction articles focusing on career readiness skills. Differentiated tasks, Close reading strategies and culminating activities are designed through various assignments including writing. The use of the following technology is also incorporated on an as need basis: Laptops, SMART boards, documents cameras, response pads, iPads, Brain Pop, Discovery Education, Eduware, and School Messenger.	AIS teachers adapt curriculum, make modifications, provide adaptations and provide Universal Design for Learning strategies as needed. Workstations are used to provide small group instruction as well as one to	This takes place during the school day, within the classroom with the teacher differentiating his/her lessons according to the needs of the students.

	academic intervention services.		one when necessary. Students are grouped according to their individual needs and tutoring is provided on an individual basis.	
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)		Each guidance counselor/social worker, addresses individual student's specific needs. The following are student support services that are being addressed: counseling, anger management, attendance improvement services, community program links, self-esteem group sessions, parent/family support, mental health related services, health related issues, and transition planning. Student advisors are used to help improve self-esteem. The School Psychologist addresses individual student's specific needs. The following are student support services that are being addressed: counseling, anger management, self-esteem group sessions, parent/family support, mental health related services, health related issues, speech/language referrals, occupational therapy referrals, and transition planning.	Small group counseling and One on one counseling services are provided	Counseling takes place during the school day.

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

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.
<p>The following are the strategies and activities used for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.</p> <ul style="list-style-type: none"> • All teachers are given professional development (PD) weekly, as well as on professional development days dedicated to staff development. • Positions are posted on the online Department of Education web site where candidates can apply. • An experienced and well-developed teacher mentors all new teachers. • Highly Qualified Teachers professional development and mentoring are provided by: <p>ELA Supervisor</p> <p>Math Supervisor</p> <p>ELL Supervisor</p> <p>I.E.P teacher</p> <p>Special Education Supervisor</p> <p>· Struggling teachers meet weekly for guidance and support with subject specific assistant principal</p>

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Professional Development is planned collaboratively with lead teachers based on school wide surveys to identify teacher's needs, our Instructional Focus and the Instructional Shifts.

- All teachers are given professional development (PD) on a weekly basis, as well as on professional development days dedicated to staff development.
- Teachers attend programmed teacher team meetings each week
- ELL, ICT teachers attend ongoing professional development.
- The literacy and mathematics coaches will support teachers and, the Core Inquiry Team (ILT) will monitor the progress of our Professional Development plan

Part 3: TA Schools Only

3a. Use of Program Resources

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

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).

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.

We have increased the amount of participation in the decision making process by creating Professional Learning Communities. Based on their assessment of student progress, teachers researched and attended outside PD. Upon returning to the school they turnkey these new strategies to the faculty. We then encourage intervisitations to view these best practices. Teachers continue to support their colleagues with additional small group PD.

Through formative and summative assessments, the school community highlights the areas of strengths and weaknesses, which are studied and broken down by content area and subgroups. Strategies and interventions are designed to address the needs of those groups.

Team meetings are programmed into each teacher’s schedule providing each teacher with the opportunity to share results from assessments and discuss interdisciplinary learning.

The Core Inquiry Team is comprised of representatives from each discipline including ESL and SPED to review data and determine best practices to support our school-wide instructional focus.

The Lead Teachers provide in-depth small group Professional Learning Communities based on teacher survey and selection as well as results from teacher ratings. These groups take place during the school day on specific competencies.

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 codes¹. To be eligible for the flexibility consolidation of Federal funds, 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 consolidated². **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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	702,050.00	x	
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0	x	
Tax Levy (FSF)	Local	7,779,186.00	x	

¹Explanation/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:

- 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.
- 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.

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

- **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).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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 an 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.
- **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.
- **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:

- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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.

Parent Involvement Policy

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. **I.S. 125Q**, 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. **I.S. 125Q** 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;

Computer Workshops

English Classes for Speakers of Other Languages

Parenting Skills Workshops

Parent Library

Parent Coordinator Outreach

- 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;

Annual Parent Survey

School Leadership Team

Development of the Comprehensive Education Plan

Active Participation in the Parent and Teacher Association

High School Articulation

Parent Coordinator Outreach

- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;

ARIS Instruction and Use

Pupil Path training (Skedula)

Student Quarterly Progress Reports

Parent Teacher Conferences

Periodic Assessments

Team Meetings

Jupiter Grades System

- providing assistance to parents in understanding City, State and Federal standards and assessments;

Academic & Performance Standards Discussions (Common Core Curriculum)

Promotional Requirements & Testing Workshops

Articulation & Curriculum Meetings

Parent Coordinator Outreach

- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

Monthly Newsletters

Meetings and Workshops (Interpreters Provided)

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

Email

School Letters & Notices (Translations by DOE & Staff)

Bulletin Board Postings

Student Agendas (Translations by DOE)

Parent Handbooks (Translations by DOE)

School Messenger (Translation by school staff)

Parent Coordinator Outreach

- providing 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;

Parent Trips

PTA Meetings

School Leadership Team

Multi-Cultural Festival

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. The school will maintain this information.

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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

Hosting educational and family events throughout the school year:

Family Trips

Workshops

Classes

Unified Arts Shows

Multi-Cultural Festival

Book Fairs

Community Service Events & Opportunities

Annual Curriculum Conference

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

Computer Skills

English As a Second Language

English Literacy & Civics

Citizenship Preparation

Parenting Skills

Educational Accountability

Common Core Curriculum

Assessments

Community Resources/Referrals

Subsides and Entitlements

Housing Information

Health & Well Being

Bullying Awareness & Prevention

Skedula/Pupilpath

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

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

Staff Interpreters

Volunteer Student Interpreters

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

Choice of Consultative Structure

Title I Funded School Programs

Title I Parent Involvement Funds

Parent Involvement Policy

School-Parent Compact

-Improving home/school communication through the use of:

Parent and Student Planners

Jupiter Grades System

Quarterly Student Progress Reports

Semi-Annual Parent Teacher Conferences

Extended Parent Teacher Conversations

School-Parent Compact (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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;

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

- providing opportunities for parent consultation with staff at Parent Teacher Conferences, during Curriculum Night in September, through Extended Parent Teacher Conversations, and throughout the year at the mutual convenience of parents and teachers during pre-arranged telephone conferences or in-person meetings and/or team meetings
- offering opportunities for parents to volunteer in the school as members of the School Leadership Team, with the PTA, as chaperones for trips and special events, as translators during meetings and Parent Teacher Conferences, and as volunteers for special events
- providing parents with timely information about individual student assessments, performance profiles, and other pertinent information
- offering informational and instructional workshops and classes to better prepare parents to support their children’s academic, emotional, and social needs
- forming alliances with parents/guardians in the governance of the school

- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents to inform them of the school's Title I status and funded programs and their right to be involved
- arranging additional meetings at flexible times and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in their children's education
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this School-Parent Compact and ensuring that these documents are distributed and discussed with parents each year

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

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

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.
-

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.

Part A: School Information	
Name of School: <u>Thom McCann</u>	DBN: <u>24Q125</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>160</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>9</u>
of certified ESL/Bilingual teachers: <u>3</u>
of content area teachers: <u>6</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: I.S. 125 will implement a Saturday Academy that will target our ELL population in grades 6-8. The program consists of 9 teachers: 3 certified in ESL, 3 certified in ELA, and 3 certified in Math. This program is an academically rigorous program that is directly aligned to the Common Core Learning Standards. The program will run from the middle of November through the end of April, for approximately sixteen (16) Saturday sessions from 8:30 am to 11:30 am. There will be three classes on the 6th, 7th and 8th grade levels. The program will target approximately 160 ELL's across the beginner, intermediate, and advanced levels. This program will build on the strength of the curriculum in both Math and ELA, while building language development in a small group setting. Each student will rotate between two classes per session. One of the classes will be mainly focused on ELA/ESL. The design of these lessons will be based on the Title III AMAO analysis of the NYSESLAT modalities. Since writing is the school wide goal at IS 125, these lessons will also target effective writing skills throughout the content areas. Various ESL strategies, including but not limited to QTEL, vocabulary squares, shades of meaning, and close reading, will be used during each lesson by the certified ESL teacher who will work in differentiated groups during the work time to help ensure success. This part of the day will be an hour and a half. The ELA content teacher and the ESL certified teacher will co-plan through out the week and determine necessary reinforcement of deficient skills. Througout the lesson the ELA teacher will focus on content while the ESL teacher will use the strategies mentioned above to build vocabulary, comprehension and writing skills. The second class will be designed to focus on the deficiencies of our ELL subgroup in their math classes. This part of the day will be one hour and a half. The classes will be instructed in the English language with attention paid to ensuring that our ELL's meet the standards necessary to pass the required NYS Exams in Math and ELA. The three ESL teachers will teach the ELA component to all ESL children attending the Saturday academy. There will be one supervisor (administrators) on site every Saturday to maintain a safe environment and ensure quality instruction. The supervisor will be there half an hour before and after dismissal to ensure safe drop off and pickup of students by parents. Tittle III Supplementary Material funds will be used to purchase various books and hands on materials to support the instruction of Math and ELA during the Saturday Academy. These books include Visions and I Ready CCLS.

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: Teachers are afforded opportunities for professional development and to participate in peer focus groups. Many have been trained in Q-TEL and continue to attend workshops offered by the Office of English Language Learners and the NYS Department of Education. The lead teachers will conduct professional develoment sessions once a month for an hour and twenty minutes to prepare the teachers with tools to help the ELL population during the Saturday Academy. The focus of these PDs will be on building academic language throughout the content area, as well as in the various writing pieces required for students to write. Furthermore, differentiated strategies for the ELLs

Part C: Professional Development

in the ELA and Math content areas will be a main focus. Peer group focus will consist on higher level questioning strategies and techniques. All teachers will be required to attend these professional developments.

Part D: Parental Engagement Activities

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

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

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

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

- Computer Workshops: Offered in four-week sessions with classes held twice a week for two hours per class. Workshops are offered twice a year, in the winter and in the spring. Topics include: navigating the internet, using Microsoft Office Suite, setting up an e-mail and accessing Skedula, the school website and ARIS. These classes are provided by the Parent Coordinator.

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session 	_____	_____

Part E: Budget

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

Allocation Amount: \$ _____

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

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

Principal Judy Lynn Mittler	Assistant Principal Andrea Gnecco
Coach Kristie LaTorre	Coach Nina Romanitch
ENL (English as a New Language)/Bilingual Teacher Georgia Athanopoulos	School Counselor Celia Hanney
Teacher/Subject Area Stephanie Buchstein/S.S.	Parent type here
Teacher/Subject Area type here	Parent Coordinator Ken Ruiz
Related-Service Provider Paola Sciove	Borough Field Support Center Staff Member type here
Superintendent	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	8	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area/common branch and TESOL certification	3
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	1	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	1509	Total number of ELLs	211	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	211	Newcomers (ELLs receiving service 0-3 years)	119	ELL Students with Disabilities	76
SIFE	6	Developing ELLs (ELLs receiving service 4-6 years)	80	Long-Term (ELLs receiving service 7 or more years)	12

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	119	5	11	80	1	56	12	0	9	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
--	---

Freestanding English as a New 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							47	48	24					0
Chinese							4	0	1					0
Russian							0	0	0					0
Bengali							12	12	6					0
Urdu							1	0	1					0
Arabic							3	1	2					0
Haitian							0	0	0					0
French							0	0	0					0
Korean							0	1	0					0
Punjabi							1	0	0					0
Polish							0	0	0					0
Albanian							1	0	0					0
Other							17	16	13					0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)						5	8	6						0
Emerging (Low Intermediate)						4	5	2						0
Transitioning (High Intermediate)						8	4	3						0
Expanding (Advanced)						62	52	31						0
Commanding (Proficient)						10	38	42						0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total							1							0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total							37	68	69					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	46	18	0	0	0
7	50	3	0	0	0
8	35	0	0	0	0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6	38		27		12		0		0
7	52		16		0		0		0
8	29		12		0		0		0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra	1			
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 We use the Achieve 3000 program to determine early literacy skills of our ELL population. Teachers look at fluency and comprehension as well as how students scored in each of the four modalities to create lesson plans. Furthermore, after the assessment is administered, teachers are more aware of what independent reading level the class is on, as well as what guided reading/shared reading the students should be working at.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 According to the NYSESLAT, (Listening--17.5, Speaking--19.2, Reading--18.7, Writing--9.2) students are weak in the area of writing. With regards to the NYSITELL, (entering-36%, emerging-14%, transitioning-4%, expanding-25%, commanding-21%), we find it a trend that the students either test commanding or score in the entering or expanding level after taking the assesment. Futhermore, most students who come into our school for the first time from an English dominate speaking country (ex. Phillipines or Nepal) test commanding on the NYSITELL.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 The AMAO tool has been proven as an important resource to our ENL teachers. Statistical analysis from the data provided from the AMAO tool is conducted by teams in the building including but not limited to the core inquiry team, the instructional teams and the cabinet. Specific trends have been identified in the following areas, reading, writing, listening, and speaking portions of the NYSESLAT and NYSITELL (see Question #2 above). The data also reveals that the majority of SIFE students, after only two years of service, move one whole proficiency level (i.e. from entering to emerging/transitioning) . One trend that has been identified with students that have five or more years of ELL service and have a home language of Spanish, statistically these students perform 13 points lower on their growth percentile on ELA and Math state exams as compared to the rest of the student body, further those same students have a 7 point lower average in their core subject report card grades. The data that is compiled is shared with all stakeholders in the building: students, parents, support staff and educators; prescriptives are designed to assist teachers in student grouping within the classroom, and in creating target goals to make academic progress and to assist the students in attaining

proficiency in Reading and Math. Further school leadership uses this data to program students into appropriate classes where students will receive rigorous, differentiated instruction.

4. For each program, answer the following:
 - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

Overall, the proficiency level for the ELA exam was a 1.5 and for math was a 2. On the 6th grade ELA exam, the average was 1.2 and math was a 1.5. The advanced/intermediate students are slightly stronger in math than in ELA. With respects to the non-ell population, our ELL population is performing at a significantly lower proficiency level in ELA and Math. The school administration analyzes much of the data of the ELL subgroup and turns key at various PDs on how to assess and instruct this population. The teachers use the analysis of the data from the administration and the results from the ELL periodic assessments to create various units of study. These data results are crucial to each students progress. The teachers differentiate the instruction according to this data in workstations. From this years first periodic assessments, data has shown that our ELL population scored lowest on the listening and writing parts of the assessment. The reading and speaking portions are the strengths of our students. Our school has learned from this information that the biggest weakness amongst our students is the writing part, which includes grammar, form and function. Instruction is geared according to these results.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

Through analyzing the data of our ELL students, we have and will be implementing the following RTI's: -Instruction will be differentiated for all students, grades 6-8

- The Blitz and Boost Program will be used to help students receive support in phonics and fluency
- Achieve 3000 and iReady will be used to help students progress and move in reading levels
- Close Readings and the Academic Vocabulary Toolkit to build academic language and vocabulary
- Juicy Sentences and Writing Revolution to understand grammatical nuances, forms and functions

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

To ensure that a child's second language development is considered in instructional decisions, the ELL subgroups participate in the same, rigorous, Common Core aligned curriculum for ELA, math, science, social studies and unified arts programs as do non-ELLs. The teachers use ELL-friendly strategies and/or Project-based learning activities for teaching all content areas. These strategies increase engagement, comprehension, learning, and interaction through modeling, acting out, gesturing, showing diagrams and pictures, and doing hands-on activities and experiments. Furthermore, an ENL teacher co-teaches each lesson and ensures there is a language focus each day, in every class.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

N/A

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

Our ELL students are successful each year in meeting AYP for ELLs. We average about 65 students who test out of ENL and transition into a general education class. Our attendance for the ELL students during the Saturday Academy is high. We attribute success to the attendance of our students in the program. Also, teachers measure the students' growth with teacher generated assessments. We look for trends with our students and if students are not making progress the areas of concern are addressed.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

When new students enroll at IS125 the identification process begins with an informal oral interview with the family given by Mrs. Athanasopoulos, an ENL pedagogue. During the intake process, the ENL teacher together with the school secretary gathers the

information about the child. If the parents do not speak English we have pedagogues on staff who can translate in Spanish, Bengali and Chinese. If a parent requires translation services that we cannot provide we call the DOE Translation and Interpretation Unit. When the ENL teacher is not available, there are alternate staff members who are trained to assist with this process. We explain the HLIS form to parents and discuss its purpose: to obtain information that will help us best meet the needs of their child. The ENL teacher assesses the HLIS and determines the home language of the child. Once we determine that the student's dominant language is a language other than English, the ENL teacher administers the NYSITELL within 10 days of the admission date. The NYSITELL answer document is scanned to ATS and results are reviewed immediately. The copies of NYSITELL answer sheets are filed with the ENL teacher. Raw scores help us determine entitlement status of each student. Students who fall within the range of Entering, Emerging, Transitioning, Developing, and Proficient levels are then placed in an appropriate language program. The Spanish LAB-R is administered by a Spanish speaking pedagogue trained in administering LAB-R to eligible ELLs whose home language has been determined as Spanish. Those documents are also scanned and copies of the answer documents are kept on file with the ENL Teacher. The data from the Spanish LAB-R helps to inform us of the literacy skills the students possess in their native language in order to transfer them and develop English fluency and literacy.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

In order to identify SIFE (Students with Interrupted/Inconsistent Formal Education) the school follows all NYSED prescribed steps in accordance with CR Part 154 which include the use of Home Language Identification Questionnaire (HLIQ), oral interview questions in the native language and English, the administration of New York State Identification Test for English Language Learners (NYSITELL), and for those students who speak Spanish and qualify for testing, Spanish-LAB-R. The school also collects any additional data, such as, years of schooling at the time of entry into an English language school system and the type of education in the student's native country and/or the United States. The review of academic history and student work samples help us to determine the level in student's home language and their SIFE eligibility. SIFE status is indicated in ATS 30 days from initial enrollment. As per CR Part 154, schools have up to one year to make a final determination of SIFE status; therefore, initial SIFE identification within the 30 days may be modified for up to one year. SIFE status is removed once the ELL scores at transition level or higher on the NYSESLAT.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

If a student enters with an IEP and the HLIS is other than English the LPT team, made up of Mrs. Athanasopoulos (ENL Coordinator), Ms. Sciove (IEP Coordinator), Mrs. Dalton (AP), and the parent of the student in question, will review the evidence of the student's English Language development. If the LPT team recommends the student to take the NYSITELL the ELL identification process continues as with all students (see question #1). If the LPT recommends the student not take the NYSITELL the recommendation is sent to the principal for review, if the principal determines the student should take the NYSITELL the ELL identification process continues as with all students (see Question #1). Upon Principal's review, if the determination is that the student not take the NYSITELL it is then sent to the superintendent for review. The parent or guardian is notified within 3 days of the decision. If the superintendent determines that the student should take the NYSITELL the ELL identification process continues as with all students (see question #1). If the superintendent determines the student should not take the NYSITELL the parent or guardian is notified and the ELL identification process is terminated.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Within five school days after the NYSITELL is scanned and scored, entitlement letters are sent home in folders to all students who will be receiving ENL services and non-entitlement letters are sent home in folders to those who will not be receiving ENL services. The ENL service providers, along with the assistant principal, ensure that all students receive the appropriate letters. They are photocopied and stored in an ENL cumulative binder (sorted alphabetically), as well as placed in the student's CUM folder. All correspondence is sent home in English and in the parent's preferred language as indicated on the HLIS.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

At the beginning of the school year students receive entitlement and non-entitlement letters, additionally students who sit for the NYSITELL also receive letters of entitlement and non-entitlement. Included in those letters parents are informed that they have 45 days of their child's enrollment in school to inform the school, (Mrs. Gnecco, AP), if they want their child's ELL status reviewed or reassessed. Once the school receives written request to initiate the re-identification process, Mrs. Gnecco, AP, Mrs. Athanasopoulos ENL Coordinator, Ms. Sciove, IEP Coordinator and the student's teacher reviews all documents related to the initial or reentry identification process and the student's work in English and in the home language. After review of material a recommendation is presented to the school principal who determines whether to change the ELL status or not. Parents are given written notification in English and in the preferred language of the decision. No further action is taken if the recommendation is to not change the ELL status. If the recommendation is to change the ELL status all relevant documents are sent to the superintendent for review and final decision. Within 10 days of receipt of documentation, written notification of the superintendent's decision is sent to the principal and

parent in the parent's preferred language. If the decision is to change the ELL status, the student's program is changed. If the decision is to not change the ELL status, no further action is taken.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Within 10 days of a student being registered into our school we determine ELL status, conduct a parent interview, administer the NYSITELL to eligible students, send home entitlement/non-entitlement letters and request a parent orientation meeting. During the Parent Orientation/Program Selection Meeting, parents choose from three different programs: Transitional Bilingual Education, Dual Language, and English as a Second Language. The meeting is officiated by the ENL Coordinator, Mrs. Athanasopoulos. During the meeting parents watch videos in their native language (whenever possible and if there are no videos in their native language, interpreters are provided) explaining all three program choices – Transitional Bilingual Education (TBE), Dual Language (DL), and Freestanding ESL. Parents become familiar with the goals of each program and how instruction is delivered. The parents have opportunities to ask questions, so they can make an informed selection about the placement of their child. They are informed that there needs to be 15 students per grade or per contiguous grades before a certain program can be offered. If a certain program is not offered at IS125 due to an insufficient number of students, the parents are provided with two options: 1) they can keep student enrolled at school in the available program or 2) the school will contact the Division of English Language Learners and Student Support to coordinate transfer with the Office of Student Enrollment of student to a school where the parent's selection is available. The parents are also informed that their choice will stand for a minimum of one year and will subsequently continue. If the parent does not return the selection form within 5 school days, the default program is bilingual and if that program is not offered at the school the student will be placed in an ENL program. We have created a tracking sheet with the parent selection choices to ensure the appropriate programs are offered at IS125. Once it is identified that at least 15 students have previously chosen a TBE/DL program parents are informed by letter, in their preferred language, that the program has become available.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

Simultaneous to registration and throughout the school year, on-going Parent Orientation/Program Selection Meetings are held. If a parent does not attend the first round of parent orientations, additional sessions are held. Those parents are sent another invitation in the preferred language for the session. If they do not attend this time, phone calls are made in parents preferred language. The ENL Coordinator, Mrs. Athanasopoulos, uses check-off sheets to ensure that all Parent Surveys and Program Selection forms are returned in a timely manner. In the case that the school cannot establish contact with a family (has never happened to date), the default choice as per the CR Part 154 is Bilingual Education. The ENL Coordinator keeps a tracking sheet with the parent selection choices to ensure the appropriate programs are offered at IS125. Once it is identified that at least 15 students have previously chosen a TBE/DL program parents are informed by letter in preferred language that the program has become available.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

If a parent does not attend the first round of parent orientations, additional sessions are held. Those parents are sent another invitation in the preferred language for the session. If they do not attend this time, phone calls are made in parents preferred language. The ENL Coordinator, Mrs. Athanasopoulos, uses check-off sheets to ensure that all Parent Surveys and Program Selection forms are returned in a timely manner.

Additionally, the ELL Parent Choice Update (ELPC) was created in ATS for schools to record parent choices for all new admits with a home language other than English. Therefore, we record ELL's parent choices within 10 days of enrollment on the ELPC, which in turn helps us monitor if the forms were returned or not. For the past few years, all parents (100%) returned the Parent Survey and Program Selection forms.

9. Describe how your school ensures that placement parent notification letters are distributed.

Placement parent notification letters in the preferred language of the parents (unless the parents choose English materials) are sent home in folders to all students who will be receiving ENL services. The ENL service providers, along with the assistant principal ensure that all students receive the appropriate letters. They are photocopied and stored in ENL cumulative binder (sorted alphabetically).

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

The ENL service providers, along with the assistant principal ensure that all students receive the appropriate letters. The original HLIS Parent Survey and Program Selection forms are placed in students CUM folders. They are photocopied and stored in an ENL cumulative binder (sorted alphabetically) which is located in the ENL Coordinator's office. In addition to that, the ENL providers photocopy all other ELL documentation for each student (i.e., non-entitlement and entitlement letters, placement letters) and store them in an ENL cumulative binder (sorted alphabetically).

11. 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.

Before test administration begins, designated ENL teacher's and the assistant principal attend the NYSESLAT workshop. They turnkey the information to all school personnel involved in administering the NYSESLAT, or in overseeing the administration and scoring of the

NYSESLAT. An RLAT is generated, which shows all ELLs eligible for NYSESLAT testing. The Speaking subtest is administered to students individually at a location separate from other students. Scoring is done at the time of administration. The Listening, Reading, and Writing subtests are administered to students in groups. All ELL students are grouped according to grade and class and testing modifications for SWDs are identified. Students with disabilities are provided with the testing accommodations specified in their IEPs or 504 Plans. Our school chooses and plans NYSESLAT testing days and times within a given time period. The make-up test dates are any dates that remain in the primary administration window.

The testing schedule and memo are created by the assistant principal/ENL Coordinator, outlining which students will be taking each part of the NYSESLAT and on what day and time. The writing subtest is scored in house by the designated ENL teachers.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Continued entitlement and transitional support parent notification letters in parent's preferred language are sent home in student folders to all students who will be receiving ENL services in Septemeber. They are photocopied and stored in ENL cumulative binder (sorted alphabetically)
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

To date, there has not been a time where IS 125 has met the required 15 participants per grade or contiguous grades in order to form a TBE or DL Program. In analyzing the parent selection from 2012-13, out of 27 students admitted to our school, 0 chose TBE, 0 (0%) chose DL, and 27 chose ENL. In the school year 2013/2014, out of 14 newly admitted students, 1 parent chose TBE, 1 chose DL, 12 chose ENL. In the school year 2014/2015, out of 32 new admitted students, 2 parents chose TBE, 0 chose DL, and 30 chose ENL. The program model offered at IS125, is aligned with parents' requests, which is Freestanding ENL. We have created a tracking sheet with the parent selection choices to ensure the appropriate programs are offered at IS125. Once it is identified that at least 15 students have previously chosen a TBE/DL program parents are informed by letter in preferred language that the program has become available.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - a. Freestanding ENL program.
We use the push in co-teaching model of instruction for all of our ENL classes in grades 6-8. Proficiency levels are grouped as follows: entering (Homogeneous group), emerging/transitioning (heterogenous group) expanding (homogeneous group), and the students are placed in on each grade level (6-8) classes with a push in co-teacher. For the entering and emerging/transitioning classes in the 6th, 7th and 8th grades, there is one licensed ESL teacher, who follows the classes at all times. All subjects are co-taught with the content certified teacher. For the expanding ENL classes, one certified ENL teacher will be assigned to two classes, where the co-teaching model will be in place with a content certified teacher, throughout the instructional day. Furthermore, each class is given a 45 minute standalone ENL unit of study, where the ENL teacher will be able to support their language acquisition. Commanding students are placed in grade appropriate gen ed classes where a licensed ENL pedagogue co-teaches and provides the .5 integrated ENL unit of study.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

In September, our ENL staff meets to review and analyze the results of the NYSESLAT. This is done to determine proficiency levels, the required number of hours of service, as well as to analyze trends in strengths and weaknesses in the different modalities of listening, speaking, reading and writing. The data from the NYSESLAT, as well as other assessments, i.e., ELA and Math State Exams, help both the ENL teacher as well as the classroom teacher in grouping their students and providing the best language acquisition plan based on ENL strategies of differentiated instruction. All our ENL teachers are provided, by the administration, a detailed schedule, clearly indicating the expectations.

As per CR Part 154 (Chart 5.1), our ENL students, entering, emerging, and transitioning receive two units of study per week, totaling to 360 minutes (broken down accordingly to the ENL Integrated and Stand Alone instruction). Our expanding ENLs receive one unit of study per week, totaling 180 minutes per week. Our commanding students receive .5 or 90 minutes of integrated ENL instruction. ICT and Special Education LEPs are serviced according to their proficiency levels which dictates the number of instructional hours. Students are grouped by ability, then placed within a teachers program which is reflected in STARS so that the students receive proper servicing. Students receive additional servicing in all content areas (Social Studies, Math and Science) in addition to the service they receive in ELA.

3. Describe how core content is delivered in each program model. 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.

We offer the standalone ENL program. Steps for differentiation are put in place to ensure that students receive the rigor and high standards set forth by the CCLS. ELL teachers provide the necessary steps for modification and differentiation to ensure that language expectations are met. Content area instruction is delivered through differentiated instruction using ENL strategies of scaffolding through visual aids, charts, graphic organizers, cooperative learning as well as partner work with native language support. Glossaries, dictionaries, and pictures are available to facilitate the acquisition of academic language in the content area.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

ELLs are initially evaluated during the informal interview in their native language, as well as by in-house personnel. Spanish students are given the Spanish LAB-R during the first ten days after registration. All pedagogues are made aware of the students' home language by the data sheet provided by the Assistant Principal, Mr. Gnecco, at the beginning of the year and ongoing as students enter the building. Teachers are provided biographical data on every student in the building including preferred language. Just as with communication to parents the preferred language is honored to students by providing accommodations such as translation dictionaries, technological translation programs (Achieve3000), and MOSL and State Math and Science exams are provided in students preferred language.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELL instruction addresses all four modalities by providing students opportunities to develop and excel in all four modalities of English acquisition namely --listening, speaking, reading, and writing. Students are assessed formally and informally with the use of Achieve3000 level set test, IXL for Math and English, Math Mid and post module assessments, and teacher created assessments in all content areas (Social Studies, Math, English and Science). Teachers keep data in TANs (Teacher Assessment Notebooks). TANs are reviewed by the administration.

6. How do you differentiate instruction for each of the following ELL subgroups?

a. SIFE

b. Newcomer

c. Developing

d. Long Term

e. Former ELLs up to two years after exiting ELL status

a) SIFE: Our SIFE students have been identified and placed in the appropriate level ENL class. These students are strongly encouraged to attend the Title III program in addition to any other literacy and or math supports. During this time they are serviced by an ENL teacher. They receive a period of stand alone ENL unit of study each day where the focus is on the 4 modalities of reading (skills and comprehension strategies), writing (craft and process, basic spelling, vocabulary and grammar), speaking, and listening.

b-d) Due to the new Common Core Learning Standards, all students are required to take the same assessments at the end of the year. Therefore, our newcomer students, developing and long term ELLs are immersed into a class which provides rigor according to the standards. The ENL teacher follows and co-teaches with each ENL class and provides differentiated instruction through the use of visual images, graphic organizers, foldables, use of highlighters, workstations, technology, vocabulary building using games and mapping, shades of meaning vocabulary cards, and many more scaffolds to meet the needs of each individual student. Testing accommodations for ELLs: time and three quarters on all test (teacher generated and state exams)

e) Former ELL: Transitional classes are provided to former ELLs where they are still receiving .5 units of study per week of integrated ENL in ELA/content area and/or other approved services. After scores and data are analyzed, many of the former ELLs are given the opportunity to participate in foreign language classes as well as the choice to sit for history, science and ELA Regents exams. Former ELLs receive ELL test accommodations (time and three quarters) for two years after testing commanding.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

Once the school receives written request to initiate the re-identification process, Mrs. Gnecco, AP, Mrs. Athanasopoulos ENL Coordinator, Ms. Sciove, IEP Coordinator and the student's teacher reviews all documents related to the initial or reentry identification process and the student's work in English and in the home language. After review of material a recommendation is presented to the school principal who determines whether to change the ELL status or not. Parent's are given written notification in English and in the preferred language of the decision. No further action is taken if the recommendation is to not change the ELL status. If the recommendation is to change the ELL status, all relevant documents are sent to the superintendent for review and final decision. Within 10 days of receipt of documentation, written notification of the superintendent's decision is sent to the principal and parent in the parent's preferred language. If the decision is to change the ELL status, the student's program is changed. If the decision is to not change the ELL status, no further action is taken. Six to twelve months from the superintendent's notification to the principal, parent and student, the principal, Ms. Mittler, reviews the re-identification process decision to ensure that the student's academic progress has not been adversely affected. Ms. Mittler consults with the student's teacher, the parent and the student. Based on the recommendation of the teacher and after consulting with the parent, if the principal believes that the student may have been adversely affected additional support services will be provided to the student as per CR Part 154-2.3. If the principal decides to reverse the ELL status, she will consult with the superintendent and within 10 school days the final decision notification letter will be sent to the parent and student in the preferred language.

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

Juicy sentences, close readings and QTEL are the main instructional strategies that are used with the ELL-SWD population. These instructional strategies ensure that this specific sub group receives all the content area knowledge necessary, along with the language development. Additionally, Writing Revolution, Blitz and Boost, Expeditionary Learning, and CSR strategies are implemented in the classroom. Students are also supplied with language translation dictionaries. In addition graphic organizers, visuals, workstations, and the use of technology are also great support strategies for these students. To stay in compliance with the new CCLS, focusing on academic rigor, on grade level materials are used for these students and the teachers are required to differentiate any tasks according to their IEP goals.

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

Grades 6-8 have at least 1 ICT and SETTS class. Many of our ELL-SWDs are placed in these classes due to the extra curricular, instructional and scheduling flexibility that are available to meet the diverse needs according to the students' IEP. A language support class (ENL) is mandated to these students for extra reinforcement. Furthermore, these students are strongly encouraged to attend any after school tutoring and are given first priority to get a seat in our Title III program. As well as the two interventions mentioned above our students are also serviced in small group and/or individualized instruction given within each specific content area on an as needs basis by the special education and/or ENL provider.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

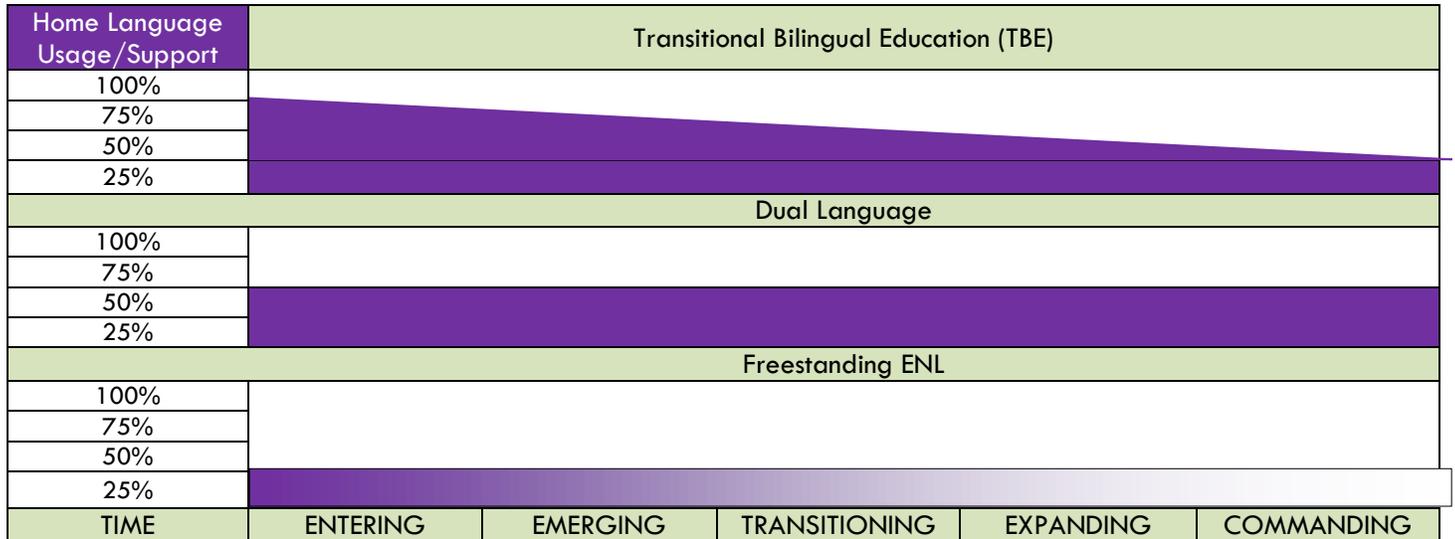


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. All pedagogues (ENL teachers and content area teachers) accommodate the specific needs of each child as per their learning style ELL proficiency level and reading level. To make this successful we have i-pads for all the ELL students. With the i-pads, students will dictate, draw, highlight, view visuals etc. to meet the needs of their specific learning style. Subsequently, differentiated tasks and rubrics in all content areas are given to students on an as needs basis for their writing pieces. During content classes manipulatives and graphic organizers are used. Furthermore, each ENL class receives one period a day of language support (stand alone ENL study). This ENL class is designed to reinforce content area skills across the 4 modalities that our ELL students struggle with. Additionally, a Saturday Academy has been set up where the majority of the ELL students attend. This is also a reinforcement of the content area skills across the 4 modalities. Additional intervention programs, that target our ELLs, and that are provided to our ELLs in each of the content areas include: ELA--Blitz and Boosts, i-Ready, CSR, Academic Vocabulary Toolkit, Juicy Sentences; Math--i-Ready Math; SS- Discovery Education; Science--Eduware, Study Island. All content area classes apply Writing Revolution, google translate, Brain-Pop--which also has translation of material in Spanish, Achieve 3000--which also has translation of material in Spanish and accountable talk stems translated in the students' home languages.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Do to the homogenous grouping of ELLs in our building, teachers are aware of the population of students they are teaching and we are better able to implement the academic rigor of the CCLS in both content and ENL. By challenging our ELL students within the co-teaching setting, we are able to see academic growth in the content areas of Social Studies, Math, ELA and Science, and in the areas of language development. ELL research based strategies are used within the content classes and the content teachers incorporate language focus in each lesson to promote language development. Teacher generated assessments and given through tech programs (Achieve 3000, iReady, ixl) are reviewed during team inquiry meetings whose cycle is 6-8 weeks.
12. What new programs or improvements will be considered for the upcoming school year?
Writing Revolution program is being implemented to support grammar and sentence structure. ENL teachers will educate students on the strategies of Writing Revolution. These strategies will be reinforced within each content area subject as a Do Now. The Academic Vocabulary Toolkit has been purchased and will help advance our ELLs with Tier II and Tier III vocabulary.
13. What programs/services for ELLs will be discontinued and why?
N/A
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All curricular and extracurricular activities in the school building are extended to the ELL population, with the exception of a foreign language. To supplement the foreign language, all ELL students are scheduled to take an ENL class where all major skills are reinforced. This class has shown great improvements in our ELL populations' progress. We decided to take foreign language out of their schedule because these students are learning English as a New language. ELL students who have tested expanding and or commanding are offered the choice of foreign language. ENL students are invited to attend the Saturday Program which runs from November through May. The program reinforces English and Math skills as well as prepares students for all modalities of the NYSESLAT. The Champions Club is also an after school tutoring/athletic program that most of our ELL population attend. All of these programs are extended to these students through forms which are also translated in the majority of languages in the building. These programs rarely ever close, and exceptions are always made if they are. The funding for the Saturday academy is through Title III.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
Teachers of ENL classes use Smart Boards and Response Pads to allow students to interact with the lesson. Furthermore, all ELL students in the building have been supplied with their own I-pad, which is kept in the classroom and used throughout the content area. Different applications are used for the different learning styles amongst the students. The native language materials, we have found, are better accessible using technology, as opposed to keeping them in the library. While the libraries are still equipped with native language texts, the I-pads are also equipped with applications for native language content use.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
All students in ENL classes are taught in English with differentiated leveled materials (Leveled Texts). Although these materials are on grade level, manipulatives, graphic organizers and other hands on materials are used to support our ELLs. Furthermore, the classroom libraries have many various home language texts which support all the materials being taught in the content. Students also have bilingual translation dictionaries in their home language which they use from day one.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Achieve 3000 is a web-based differentiated reading program that is being used to supplement reading/writing leveled books. Achieve 3000 is based on scientific research on how children learn to read effectively by helping students reach and exceed the appropriate reading and writing levels through individualized teaching. Lessons are tailored to match each student's reading

level. Students are able to read the same article and participate in classroom discussions. The program is offered in English with Spanish supports. The support provided through this program corresponds to ELLs age, grade level, and learning ability (SIFE, long-term ELLs) by building skills in reading comprehension, vocabulary and writing. Achieve 3000 takes current articles and rewrites them for different reading levels which allows students access to the greater comprehension.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Summer school is offered to newly enrolled students and non mandated ELL students to prepare them for the upcoming school year.

19. What language electives are offered to ELLs?

ELL students are offered the option to learn a foreign language on a case by case basis. ELL's are actively learning English as a New Language.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Professional Development takes place every Monday, from 2:20-3:40, Election Day and Brooklyn Queens Day. Specific PD's on the various technological advances such as I-pads, Achieve 3000, I-ready, Skedula Grades, close reading, annotating text, Writing Revolution etc., are given during this time as well as during the school day on an as needs basis. In addition PD sessions combine the Assistant Principals, paraprofessionals, guidance counselors, special education teachers, psychologists, speech therapists, parent coordinators, secretaries, classroom teachers and ENL faculty so that all staff are aware of current trends and expectations.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Teachers are being immersed into the CCLS and they are being guided on how to make their instruction academically rigorous, while still differentiating for our ELL population. The instructional focus of the school is to implement close readings into all classes, including content. This focus is supported during the year through various PD's. Subsequently, the use of more effective vocabulary within this writing is also being highly measured. Therefore, ongoing professional development opportunities, focusing on the above, occur within our building. Professional development training consists of: building tier II vocabulary within non-fiction texts (juicy sentence), writing process, juicy sentences (to master the different forms of sentences), creating effective tasks and rubrics (to challenge our students), promoting instructional conversation while reading and writing (questioning), Writing Revolution, making the co-teaching model work effectively, and the analysis of student work to effectively meet the needs of the students.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Creating expository, informational, narrative, and argument writing pieces is a crucial gear of instruction this year. As per the common core learning standards, these are vital pieces of writing our students will need to be proficient in and to be successful in the high school level.
Guidance Counselors also attend information meetings at high schools to become versed in how to best counsel and place students into appropriate high schools that will meet the various needs of an ELL student. Guidance Counselors also meet with 7th and 8th grade parents to give them information about the high school choices that are best for their children. The parent coordinator also attends that meeting to assist with language translation. All information is given to parents in the preferred language.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
All staff continue to be trained in language acquisition, including a focus on best practices for co-teaching strategies, integrating language and content instruction for ELLs, specific ENL Methodologies, ENL Assessments and data trends, Close Reading strategies, Workstations, and Conferencing with Teacher Assessment Notebooks. Content area teachers continue to receive training in ESL strategies that will help prepare students for the NYSESLAT exam. The PLC (Professional Learning Committee) meets on a weekly basis and creates the agenda for each Monday's PD. The committee meets, discusses and records all PD activities. They ensure that all CR Part 154.2 requirements are met. Assistant Principals collect the agendas and attendance which they then put into a PD binder that is housed in the Principal's office.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Every Tuesday from 2:20-3:35, as per UFT bargaining agreement, teachers are required to utilize their time for parent engagement. Additionally, teachers also use their prep periods to make phone calls and set up meeting with parents. If an interpreter is required and not available at the school teachers utilize the interpretation and translation help desk.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.

Teachers are required to keep records of each weekly parent meeting, these records indicate time of meeting, student and parent/guardian information, issues discussed and resolutions.

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

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? We collaborate with several CBO's who provide assistance and services to our ELL families. These include:
 - Woodside On The Move for eviction prevention, landlord tenant mediation, tenant advocacy, and other housing related issues, as well as afterschool and summer programs for youth
 - La Guardia Community College and the Jeanne Elmezzzi Adult Learning Center for additional free ESL classes, literacy, and GED Programs

5. How do you evaluate the needs of the parents?

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

6. How do your parental involvement activities address the needs of the parents?

All parental involvement activities that are implemented at our school address the needs of our parents as identified and evaluated by the Parent Survey, opinions expressed at the PTA meetings and recommendations made by the Parent Coordinator after discussions with ELL families.

D. Additional Information

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

Paste response here:

School Name: I.S. 125**School DBN: 24Q125**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Judy L. Mittler	Principal		10/26/15
Andrea Gnecco	Assistant Principal		10/26/15
Ken Ruiz	Parent Coordinator		10/26/15
Georgia Athanasopoulos	ENL/Bilingual Teacher		10/26/15
	Parent		
Stephanie Buchstein/SS	Teacher/Subject Area		10/26/15
	Teacher/Subject Area		
Kristie LaTorre	Coach		10/26/15
Nina Romanitch	Coach		10/26/15
Celia Hanney	School Counselor		10/26/15
	Superintendent		
	Borough Field Support Center Staff Member _____		
Paola Sciove	Other <u>IEP Coordinator</u>		10/26/15
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **24Q125** School Name: **Thomas J. McCann**
Superintendent: **Madeline Chan**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

Upon arrival into our building, the HLIS (Home Language Identification Survey) is given to the parents in the home language spoken. In some cases, pedagogues who speak the majority languages (Spanish, Arabic, Bengali, Chinese, Korean) in our building are used for translation support to our parents. During the ELL Parent Information Sessions, all materials given are translated into the necessary languages. Furthermore our bilingual teachers are invited to sit and assist parents in any way possible. Once parents have completed the HLIS for incoming students, the information culled in Part III (parent preferred language for written and oral communication) is put into ATS under the Parent Biographical Information. Emergency Blue Cards are used to updated parents' preferred language for students who have already been in the school system. Once the information is updated on ATS a RAPL report is run by class and grade. This information is shared with the homeroom teachers, ENL teachers, content teachers, and support staff.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

At IS 125, the preferred languages for both written and oral communication for our ELL students include: Spanish, Arabic, Bengali, Korean, and Chinese.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

All letters and documents that are disseminated to the families at IS 125 are translated into all languages as listed above, these documents consist of but are not limited to: school calendars, assessment calendars, student handbook and expectations, promotional letters, parent-teacher conference letters, parent workshops, and newsletters.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Formal face-to-face meetings include the four mandated formal parent-teacher conferences (September, November, March, and May), curriculum night (September), parent engagement times on Tuesday afternoons, parent program selection meetings as necessary, parent orientation and other meetings teachers schedule with parents as necessary to inform them of their children's progress. Informally the attendance teacher and guidance counselors call homes when there is a student who has excessive absences. Additionally the guidance counselors also call parents if there is a behavioral issue that needs to be addressed.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

To meet the identified translation needs as indicated in Part B our school, upon writing documents to be sent home, uses in house school staff when available or the language translation and interpretation unit, we also may use Google translate when necessary. Each letter is immediately translated and the notices are sent home to parents as double sided handouts with English on one side and the home language on the other side as per HLIS.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

To meet the identified interpretation needs as indicated in Part B interpretation services are provided by in house personel in Spanish, Chinese and Bengali. When other languages are required we use the over-the-phone interpreters via the Translation and Interpretation Unit.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

On the first day of school when teachers are required to attend, before the students' first day, various handouts are given to the teachers reminding them of school procedures, safety protocols and new initiatives within the school. At this time teachers also receive information to ensure that they are aware of how to use translation services and over-the-phone interpretation services via the Translation and Interpretation Brochure.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

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

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

To gather feedback from the parents on the quality and availability of services we disseminate a Parent Survey, translated into the major languages spoken at our school. At PTA meetings, parents are also encouraged to voice their opinions to members of the PTA Executive Board, who speak the high frequency languages. The Executive Board members then report back to the administration with any major concerns during SLT (School Leadership Team) meetings. Additionally, parents can also reach out to the parent coordinator to discuss matters of importance to them and their families. Utilizing these mechanisms we are able to address the greatest needs of our parents.