



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** THE BILINGUAL SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 07X025

PRINCIPAL: CARMEN V. TOLEDO

EMAIL: CTOLEDO@SCHOOLS.NYC.GOV

SUPERINTENDENT: YOLANDATORRES

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Carmen V. Toledo	*Principal or Designee	
Myrna Connolly	*UFT Chapter Leader or Designee	
Sandra Vaca	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Yolanda Serrano	Member/Teacher	
Julia Harrison	Member/Teacher	
Delia Parajon	Member/Teacher	
Alma Saenz	Member/Parent	
Jessica Nieves	Member/Parent	
Nelia Tavarez	Member/Parent	
	Member/	

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

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

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

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

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #1**

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

#### ***To develop teacher's expertise in implementing Performance Task in ELA/Math.***

*100% of our teachers will implement task performance to assess student ELA/Math mastery within each unit of study throughout the school year. As a result, teachers will use the data collected to tailor instruction in order to meet the students' varied needs. Goals will be developed based on this data that will enable teachers to target and monitor the students' progress. The ultimate goal being a year's growth in learning. The tasks are aligned with the state common core learning standards that will yield timely, meaningful and diagnostic results for all students.*

- *Continue to improved system for teachers to monitor student progress toward proficiency on Key indicators/objectives.*
- *Improved formative assessments in reading will raise standards of achievement on the NYSELA and Math standardized assessments for grades 3-5*
- *Increased percentage of students showing a year's reading growth according to the Fountas and Pinnell reading assessment system.*

### **Comprehensive needs assessment**

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

In order to ensure that students are taught with a clear understanding of the NYS CCLS, teachers must engage in professional development focusing on the CCLS and Depth of Knowledge framework. Based on the NYS assessment results less than 60% of our student population meets NYS standards in ELA and math. Therefore, it is imperative that daily instructional practices are aligned to the standards in order to plan and deliver a rigorous curriculum. In order to assessment such learning, students will engage in performance task that will demonstrate their varied abilities.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

The targeted goal will initiate beginning August 2011 and will be monitored in three cycles within the year. In June 2011, all staff engaged in a needs assessment survey and discussion. Based on the end of the year reflection and planning, the staff determined the following action plan:

#### ***Professional learning: (Curriculum & Instruction)***

- *Regular collaborative grade meetings to discuss how individual students can demonstrate proficiency on a specific indicator. This will broaden thinking and develop some consistency in how student performance is assessed.*

- *Refinement and implementation of the CCLS Units of Study*  
*Refinement and Implementation of project-based learning approach*

**Use of data:**

- *Administrators, staff and parents will collaborate in analyzing student performance to identify mastery and plan to address the child's needs.*
- *Student portfolios will demonstrate the articulation of the child's progress with each unit.*
- *Analyze student pre-post assessments, student task performance and results from acuity, Fountas and Pinnell to identify correlation of progress.*

**Staff Development**

- *Consultants and Instructional leaders provide staff with monthly training to ensure effective implementation of units.*
- *Tailored PD focusing on the DOK approach to ensure that task are rigorous and standard based.*
- *Create the opportunity for rigorous data analysis by teacher, grade and school.*

**Personal Leadership**

- *Principal, along with the administrative team, block time to routinely interact, confer with staff and informally observe teaching and learning during instructional and planning time.*
- *The development and ongoing refinement of a standard-based curriculum map which includes strategies for learning objectives. Use of the developed unit of study is evident in lesson plans and student work.*
- *Grade specific common planning time embedded in school program.*
- *Formal and informal observations of teacher practice will demonstrate evidence of the professional learning.*
- *Grade level teams implement the use of rubric and criteria to discuss student achievements and outcomes.*
- *Teacher data analysis report on individual student progress in reading, writing and math.*
- *Student progress report based on 2011-2012 ELA and Math Assessments.*
- *Regular informal interactions between students and teachers (conferring using the monitoring template)*
- *Running records: continuous growth as shown by increase of reading level: student self-evaluation checklist; teacher observations.*
- *Data will be gathered to set specific goals for individuals and small groups. These goals will be monitored and continually challenged.*
- *Teacher's lessons will reflect use of best literacy practices including the core subjects and technology.*
- *Teachers will implement changes to their instruction based on what they have learned through professional development*
- *Students will show progress through improved scores on the state ELA/Math exam.*

**Strategies to increase parental involvement**

- *Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.*

Assuming all responsibilities of the school and parent compact via:  
First Friday ~Second Cup of Coffee

Parents as Partners in Achievement  
Learning Leaders  
PA meeting monthly meetings

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Currently all teaching staff have been identified as highly qualified. Continued support is given to ensure that practices are enhanced by providing them with guidance through the “Effective Teaching Framework”

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

**Use of Resources:**

- *Provide high quality P.D. support to all teachers from Aussie 30 days (Title 1, Tax-Levy )*
- *Provide the time and materials needed to improve literacy instruction. (90 minute workshop and common planning time allocated daily)*
- *Purchase of reading material to support different forms of writing (magazines, graphic novels etc.) (Title 1, Title III and Tax Levy)*

## ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #2**

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

### ***To improve fluency and reading comprehension by enhancing independent reading stamina thru D.E.A.R Time (Drop Everything And Read)***

*By June 2012, All student subgroups will make progress towards achieving their individual goals based on their Fountas & Pinnell target level. Stamina is measured by increased fluency and comprehension based on varied assessments.*

### **Comprehensive needs assessment**

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

Based on the NYS ELA 2011 results, we found that our students struggled with the demand an increase in passages during the same allotted time. This indicated that our students are struggling with stamina which affects their comprehension and fluency skills. Therefore, we agreed that the implementation of DEAR in addition to the reading workshop will help students build stamina in reading, which will in turn demonstrate an increase in comprehension and fluency skills based on formal and informal assessments conducted in intervals throughout the school year.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

In June 2011, all staff engaged in a needs assessment survey and discussion. Based on the end of the year reflection and planning, the staff determined the following action plan:

### ***Professional Learning:***

- *Teachers will actively engage students in reading to build stamina in order to improve student performance.*
- *Teachers will conduct running records every 4-6-8 weeks based on individual student goals*
- *Teachers will develop action plans to support individual goals.*
- *Teachers will conduct specific conferences to address and assess targeted areas.*
- *Schedule for independent reading block in grades 2-5 program*

- *Implement DEAR time AM/PM*

**Use of Data:**

- *Collaborative teams will collect data and present to the larger community the recommendations and strategies that work for similar students.*

**Curriculum & Instruction:**

- *Common planning time will provide opportunity to deepen reading conferences and assess student comprehension.*
- *The refinement of reading responses to assess student comprehension*

**Staff Development**

- *Provide allocations for consultants and training rate for workshops and study groups.*
- *Schedule periods for meeting, conducting research and interventions.*

**Personal Leadership**

- *Principal, along with the administrative team, are active members*
- *Capacity building: teachers guiding teachers towards best practices.*

**Strategies to increase parental involvement**

- *Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.*

Workshops provided via:

First Friday ~Second Cup of Coffee  
 Parents as Partners in Achievement  
 Learning Leaders

**Strategies for attracting Highly Qualified Teachers (HQT)**

- *Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staffs become highly qualified, in order to achieve this goal.*

*Currently all teaching staff have been identified as highly qualified. As 100% of our grade 2-5 teaching staff is engaged in collaborative teams to provide students with the needed supports.*

**Instruments of Measure:**

- *Teacher/Student conference and progress reports*
- *Running records of F & P reading assessment*
- *Analyze short and extended responses*

- *All students will have a baggie containing just right level text, text of personal in*

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

***Use of Resources:***

- *Provide high quality P.D. support to all teachers from Aussie 30 days (Title 1, Tax-Levy )*
- *Provide the time and materials needed to improve literacy instruction. (90 minute workshop and common planning time allocated daily)*
- *Purchase of reading material to support different forms of writing (magazines, graphic novels etc.) (Title 1, Title III and Tax Levy)*

### ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

#### **Annual Goal #3**

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

**Language Development through Technology.** By June 2012, 90% of our teaching staff in grades 3-5 will engage students applied technology throughout the content area using keynote, Pages, Podcast and video conferences with Google docs as measured by performance tasks.

#### **Comprehensive needs assessment**

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

The learning community has been committed to the 21<sup>st</sup> century learning. Now with the CCLS, technology is a key component essential to teaching and learning, therefore, we are committed to focus on this goal which will help students develop oral and language skills. Our student population consists of over 80% identified as second language learners. Based on state exams and language assessment, students are deficient in vocabulary and language. In order to support students in this area of weakness, we are ensuring that students have the opportunity to engage and acquire academic language via technology.

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

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

***A group of teachers are engaged in collaborative inquiry work that will provide staff with insightful strategies, student work analysis and inform quality instruction using technology as a learning tool. The team will report to staff in our school wide digital editorial during our quarterly edition The team is also supported by Fordham University LTG grant and PENCIL***

#### **Professional Learning:**

- *A team of four teachers will participate in the Title IIID year three P.D and will then turn-key and support the larger community.*
- *The ESL coordinator/Teacher Center and the school based technology liaison will present and support the interdisciplinary development of classroom instruction.*

#### **Use of Data:**

- *The student data is use to provide differentiated instruction and small group instruction in addition to curriculum development.*

**Curriculum & Instruction:**

- Define and identify the grade specific indicators to aligned the daily classroom instruction with the CCS.
- Classroom teachers will develop content curriculum in a project based approach to enhance collaborative learning and critical thinking in collaboration with the specialty teachers.

**Personal Leadership:**

- Administration will participate and monitor PD, planning time and classroom observations

**Use of Resources:**

- Schedule funds for equipment and tools
- Schedule PD in the use of the equipment, tools, and programs
- Provide planning time and coverages to support teacher differentiated needs.

**Instruments of Measure:**

- Student Electronic Portfolio demonstrating authentic student work and progress reports
- Baseline, mid-line and end-line writing pieces
- On demand writing assessment
- NYS ELA/Math results and findings
- Pre-Post assessment report
- Student reflection
- Child study group reflection
- Teacher lesson plans and observations

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Workshops provided via:

First Friday ~Second Cup of Coffee  
Parents as Partners in Achievement  
Learning Leaders

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

**Although our teachers are all highly qualified we are committed to provide them with the necessary training in the use of technology as a teaching and**

learning tool. We have a collaborative group of teachers that are leading this work and provided assistance with each other.

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

The school has also received Title III funds from the Project Kim/Learn Technology grant that is in its third year of support.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

***Use of Resources:***

- *Provide high quality P.D. support to all teachers from Aussie 30 days (Title 1, Tax-Levy )*
- *Provide the time and materials needed to improve technology instruction.*
- *Purchase of programs to support all content areas. (Title 1, Title III and Tax Levy)*

## ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #4**

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

### ***To increase parent engagement***

*By June 2012, we will increase the number of parent engagement activities from one a month to two a month.*

### **Comprehensive needs assessment**

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

Based on the learning survey results and our progress report, we find that parental support and parent engagement must be deepen in order to meet the varied needs of our students. It is imperative that parents become involved in the school wide initiatives and the implementation of them. Therefore, in addition to the continuation of our First Friday~ Second Cup of Coffee, which has shown an impact on student learning, we have implemented the Parents as Partners in Achievement.

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### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

The PAP collaborative group will engage in the CCLS and what role does the family play in each child's learning. The administration and staff will plan and provide resources and training to parents. Teachers open their classroom doors to show parents the daily learning and most importantly examining the student work as a process and progress. The following are strategies to enhance this collaborative work.

- *Host Quarterly ARIS Parent Workshop*
- *Increase opportunity for training with Learning Leaders*
- *Deepen the First Friday ~Second Cup of Coffee by providing the common core learning standards information and strategies to support them.*
- *Establish a collaborative group of parents for inquiry process targeting language development and CCLS*
- *Special event will include Parent Recognition ceremonies.*
- *Provide parent with a needs survey*

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

**As highly qualified Teachers, they will be able to share and invite parents in a collaborative learning that focuses on student work and its progress. Building capacity for teacher leaders is a strategy that will help bring this work together.**

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

The Title I funds will provide parents with resources and materials to help them support their child's varied learning goals. The staff, administration and consultant will be available to provide parents with training and learning around analyzing and understanding the high expectation of the NYS CCLS.

## ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #5**

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

### **Establishing effective learning feedback through teacher/student conferences in all core subjects.**

#### **Comprehensive needs assessment**

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

As a result of our 2011 progress report, our students progress decline 13%. In order to provide intervention, our teachers will engage in professional development on how to assess student work and provide quality feedback that will help students focus on their specific goals. This effective practice will be presented in all core subjects.

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

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

Teachers will engage in learning how to conduct effective conferences to assess and promote student progress. They will engage in the professional development of conducting effective conference as described by Carl Anderson.

Teachers will be supported by the Aussie consultant and our CFN support specialist in the use rubric to guide effective conferences. Teachers have reflected on the process and are determine to implement as it is monitored during formal and informal administrative observations, self-reflection and peer conference. It is expected to be evident by November 2011 and deepen as the school year progresses.

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

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Parents will engage in looking at child's work and analyzing it with the appropriate rubric. This will allow parents to support the teacher's individualized student goal. This learning will take place via:  
First Friday ~Second Cup of Coffee  
Parents as Partners in Achievement  
Learning Leaders

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

**100% highly qualified teachers continues to engage in effective teaching practices to promote student achievement****Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

**Use of Resources:**

- *Provide high quality P.D. support to all teachers from Aussie 30 days (Title 1, Tax-Levy )*
- *Provide the time and materials needed to improve all core subject with the focus on literacy. (90 minute workshop and common planning time allocated daily)*
- *Purchase of reading material to support different forms of writing (magazines, graphic novels etc.) (Title 1, Title III and Tax Levy)*

**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	5	5	N/A	N/A	5		3	
<b>1</b>	9	9	N/A	N/A	9		2	
<b>2</b>	14	14	N/A	N/A	7		4	
<b>3</b>	35	35	N/A	N/A	4		4	
<b>4</b>	36	36			3		3	
<b>5</b>	26	26					3	
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<b>ELA</b>	<p>Guided Reading/Conferences (K-5) during school day/ after-school            ELA “power Hour” (graded 3-5) during school day/after-school            Reading Recovery (grades 1-5 targeted students) during school day            ASPIRA (K-5) After-school Program            DEAR Time (grades 2-5) School day            Saturday ELA Academy (grades 3-5) After-school Program</p> <p>All programs and strategies are held in small groups or one to one depending on the varied needs. The supports target all subgroups and grades.</p>
<b>Mathematics</b>	<p>Guided math/Conferences (K-5) during school day/ after-school            Math Clinic (graded 3-5) during school day/after-school            ASPIRA (K-5) After-school Program            Navigator (K-5) small group push in support</p> <p>All programs and strategies are held in small groups or one to one depending on the varied needs. The supports target all subgroups and grades.</p>
<b>Science</b>	<p><b>Science content is included in ELA AIS services and extended day focus            Saturday Science Academy for all 4<sup>th</sup> grade students</b></p>
<b>Social Studies</b>	<p><b>Social Studies content is included in ELA services and extended day focus. Unit of study are interdisciplinary</b></p>

<p><b>At-risk Services provided by the Guidance Counselor</b></p>	<p><b>After-school at risk</b> for students identified  <b>ACS</b> – crisis intervention and follow-up on identified students  <b>Conflict Resolution</b> during lunch periods  <b>Student Leadership Council</b> during lunch periods supported by the Student Advisor  <b>Guidance Lessons</b> for selected grades  <b>CAPP</b> child abuse prevention program, bully prevention program for selected grades.</p>
<p><b>At-risk Services provided by the School Psychologist</b></p>	<p>School psychologist work collaboratively with the guidance counselor and social worker.  All three professional engage in the RTI team to support targeted students.</p>
<p><b>At-risk Services provided by the Social Worker</b></p>	<p>School social worker work collaboratively with the guidance counselor and social worker.  All three professional engage in the RTI team to support targeted students.</p>
<p><b>At-risk Health-related Services</b></p>	<p><b>South Bronx Mental Health Family Counseling Services</b> for identified students and families.</p>

## **DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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### **PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

### **SCHOOL-PARENT COMPACT**

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

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

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

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

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

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

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

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

## Part I: School ELL Profile

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

Cluster Leader/Network Leader <b>Jose Ruiz</b>	District <b>07</b>	Borough <b>Bronx</b>	School Number <b>025</b>
School Name <b>The Bilingual School</b>			

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

Principal <b>Carmen Toledo</b>	Assistant Principal <b>Maria Bonano</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Mr. A. Reiff</b>	Guidance Counselor <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Dorothy Guitierrez</b>
Related Service Provider <b>type here</b>	Other <b>ELL Coordinator, Jackie Garcia</b>
Network Leader <b>Elmer Myers</b>	Other <b>type here</b>

### C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	<b>2</b>	Number of certified bilingual teachers	<b>19</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>4</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>397</b>	Total Number of ELLs	<b>115</b>	ELLs as share of total student population (%)	<b>28.97%</b>
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## Part II: ELL Identification Process

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

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

The P.S. 25 Language Allocation Policy Committee (LAP) is composed of the Ms. Toledo, the Principal, Ms. Bonano, the administrator in charge of ESL and Transitional Bilingual Program, and Mr. Rieff, the English as a Second Language service provider. Jackie Garcia, the Bilingual/ELL Coordinator ensures that parents are kept well informed of the different programs our school offers. Ms. Guitierrez, the Parent Coordinator helps parents with paper work and any questions they might have as far as support for their children. A classroom teacher, representing Bilingual classrooms is also part of the team, in order to walk parents through the learning process in a Bilingual Program. Each person has offered to be part of the committee in order to ensure that our English Language Learners receive the highest quality of instructional services and that parents are supported.

In order for our English language learners to meet high Common Core learning standards, it is imperative that they have access to a coherent program that ensures their engagement in rigorous academic activities that promote conceptual and linguistic development. At Public School 25 the total number of students is 397, which includes 120 English Language Learners of different cultural and language backgrounds, in grades kindergarten through fifth, of these approximately 90% are of Spanish speaking background, the remaining 10% speak a variety of languages such as: Fulani, French, and Garifuna. These students are being serviced in a Transitional Bilingual (Spanish) classrooms, or through a Free-Standing ESL push in/pull out programs. All ELLs are administered NYSESLAT in the Spring to measure English progress and to determine continued entitlement.

Students are identified as eligible for LAB-R testing based on the responses of the Home Language Identification Survey (HLIS) and the informal interview at the time of registration. Ms. Garcia, the Bilingual/ELL coordinator interviews the parent and student at this time in English and the native language. Translators are provided if needed. If it determined that the student is LAB-R eligible, Ms. Garcia administers the LAB-R within 10 days of registration. Students who speak Spanish and score below the cut score on LAB-R are also tested with Spanish LAB. If student is determined to be ELL entitled based on LAB-R results, parents are sent or mailed Entitlement letters. These letters inform them of their child's ELL eligibility and invites them to the a Parent Orientation. In an effort to ensure that parents are well aware of the different program and choices available at P.S. 25, the Bilingual Coordinator/ELL Teacher in collaboration with the Parent Coordinator, administrators and teachers, conduct Parent Orientation sessions within 10 days of student registration throughout the school year. The sessions are offered at different times of the day to accommodate working parents. At these sessions, parents are informed about the three ELL programs by viewing the DOE ELL Parent Orientation Video. This video informs parents about the instructional programs available to English Language Learners. The Bilingual Coordinator in collaboration with the Parent Coordinator, administrators, and teachers distribute and discuss the ELL Parent brochure. Parents are provided with brochures in English and/or with translated materials if they speak a language other than English. A parent survey and program selection form is distributed. Parents are encouraged to complete the form at the school in order to ensure their child receives entitled services as soon as possible. The Parent survey and selection forms are reviewed, copies are maintained, in addition to all ELL parent letters by Ms. Garcia. As a follow-up, we call parents who did not attend orientation, informing them of their child's entitlement to ELL services and invite them to a Parent Orientation session. This information is sent via postal mail to the parents whom we have been unable to reach via the telephone. They are then given the opportunity to meet with the ESL service provider to discuss concerns, questions, or issues they may have concerning the programs described to them on the video viewed during the orientation session. Once a selection has been made by the parent, the school will place the students in the selected program. The trend in program choices for the past few years has been that

majority of the parents choose the TBE program across the grades but mostly in the upper grades, like 3rd, 4<sup>th</sup> and 5<sup>th</sup>. ELL parents of Kindergarten and First grade students tend to favor and select Dual Language as well. We placed our students in the programs that the parents have selected. We currently have a Dual Language class in first grade. Parents of students who are entitled based on NYSESLAT results will be given a Continued Entitlement Letter. In addition, parents of students who scored at or above proficiency on the LAB-R will be given a Non Entitlement Letter. Parents of students who scored at or above proficiency level on NYSESLAT will be given a Non Entitlement/Transition Letter. All the Parent letters are filed and kept in folders by the ELL coordinator.

PS 25 also informs parents of the academic expectations, school-wide goals for all content areas, as well as the units of study that are done monthly for math and literacy, assessments specifically the NYSESLAT and ways they can support their child during the school year.

## Part III: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes*	No●	If yes, indicate language(s): spanish
Dual language program	Yes●	No*	If yes, indicate language(s): spanish

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)	24	19	14	21	16	17								111
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>		1	1	4	3									9
<b>Total</b>	24	20	15	25	19	17	0	0	0	0	0	0	0	120

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	115	Newcomers (ELLs receiving service 0-3 years)	85
SIFE		ELLs receiving service 4-6 years	29
		Special Education	
		Long-Term (completed 6 years)	1

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE	73		16	29		16	2		1	104
Dual Language										0
ESL	11		5				0		0	11
<b>Total</b>	<b>84</b>	<b>0</b>	<b>21</b>	<b>29</b>	<b>0</b>	<b>16</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>115</b>

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

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	21	0	13	21	13	8								76
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other			1		3									4
<b>TOTAL</b>	<b>21</b>	<b>0</b>	<b>14</b>	<b>21</b>	<b>16</b>	<b>8</b>	<b>0</b>	<b>80</b>						

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

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

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

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): <u>17</u>	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: <u>    </u>	Asian: <u>    </u>
Hispanic/Latino:	Other:
Native American: <u>    </u>	White (Non-Hispanic/Latino): <u>    </u>

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		6	5	4										15
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	0	6	5	4	0	0	0	0	0	0	0	0	0	15

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## A. Programming and Scheduling Information

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

We strongly believe that students acquire literacy most effectively through the language most familiar to them. Therefore, our Transitional Bilingual Program is designed so that our students develop comprehension and conceptual skills in their native language as they learn English in a risk free environment. The program includes an ESL component intended to develop skills in speaking, listening, reading and writing through the content area, in order to develop and enhance communication skills. In addition, our school offers a freestanding ESL program, students in this program receive all instruction in English. ELL students in the Freestanding ESL Program who reach proficiency level on the NYSESLAT, are then transferred to a monolingual program with transitional support as mandated. Our main objective is to provide grade level academic content to develop conceptual understanding and comprehension strategies that will prepare ELLs to become critical thinkers, problem solvers and in turn be able to communicate and perform academically in two languages. The number of instructional units that an ESL student receives is determined by student proficiency levels, (as determined by LAB-R or NYSESLAT scores). Beginners/Intermediate level students receive 360 minutes a week of ESL instruction as per CR Part 154 via a push in or pull out program by the ESL teacher, Mr. Reiff. The Advance level ELLs receive 180 minutes a week of ESL instruction as per CR Part 154. The students in TBE classes receive their ESL instruction component from their classroom teacher. As an instructional support, Mr. Reiff, the ESL teacher pushes into or pulls out the ELLs in the TBE classes to provide additional ESL instruction. These services are provided through two different instructional models intended to develop skills in reading, writing, listening and speaking with an emphasis on language acquisition. The ESL program also offers advanced and proficient students the opportunity to obtain the additional academic content language they need and ensures curricular alignment, so that they meet/and or exceed New York State CORE Standards. The ESL provider meets regularly with all Bilingual teachers to articulate and provide appropriate instructional ESL methodologies and strategies that support teacher instructional needs as well as those of their students. These sessions provide teachers with hands on content based tasks and activities that develop oral language, critical thinking, reading, writing, listening and speaking skills which all our students benefit from. We have an ESL Freestanding program/ Push-in model. We have one ESL provider who services approximately 11 mandated ESL students in the Free-standing program and 60 students in the push in program. He plans with monolingual teachers and supports Bilingual teachers to ensure curricular alignment. The focus is on English language acquisition and comprehension strategies for those students who do not have a native language in common. In the push-in model the ESL teacher works with ELLs during content area instruction (CALP) in collaboration with regular classroom teachers. These sessions provide teachers with hands on content based tasks and activities that develop oral language, critical thinking, reading, writing, listening and speaking skills which all our students benefit from. We have an ESL Freestanding program/ Push-in model. We have one ESL provider who services approximately 20 students in the Free-standing program and 60 students in the push in program. He plans with monolingual teachers and supports Bilingual teachers to ensure curricular alignment. The focus is on English language acquisition and comprehension strategies for those students who do not have a native language in common. In the push-in model the ESL teacher works with ELLs during content area instruction (CALP) in collaboration with regular classroom

## A. Programming and Scheduling Information

teachers to provide language acquisition and vocabulary support as it pertains to the content area being taught. The ESL Coordinator and provider work in collaboration with classroom teachers to develop a plan of instruction to service the students and meet their linguistic needs. One of the initiatives of the school is to incorporate technology into content areas. Mr. Reiff has implemented a two tier program using the software Educationcity.com. One tier incorporates LAPtops, allowing the students to work independently at their own level on one of the pre-assigned activities within the software. The teacher determines the activity based on student need. The second tier is a push-in model in collaboration with three teachers: the technology teacher, the classroom teacher and the ESL teacher. ation with regular classroom teachers to provide language acquisition and vocabulary support as it pertains to the content area being taught. The ESL Coordinator and provider work in collaboration with classroom teachers to develop a plan of instruction to service the students and meet their linguistic needs.

Program Goals:

- Provide academic content area instruction in English using ESL methodologies, modalities and strategies that support comprehension skills through an array of hands on based lessons.
- To assist students to achieve the state-designed level of English proficiency for their grade.
- To help ELLs meet and/or exceed New York State CORE/ESL Standards as measured by interim assessments, teacher created assessments and/or city and state standardized assessment.

### Courses Taught in Languages Other than English ⓘ

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

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

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	Spanish			
Social Studies:	English			
Math:	English/Spanish			
Science:	English			
Technology	English			
Music	English/Spanish			
Art	English			

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

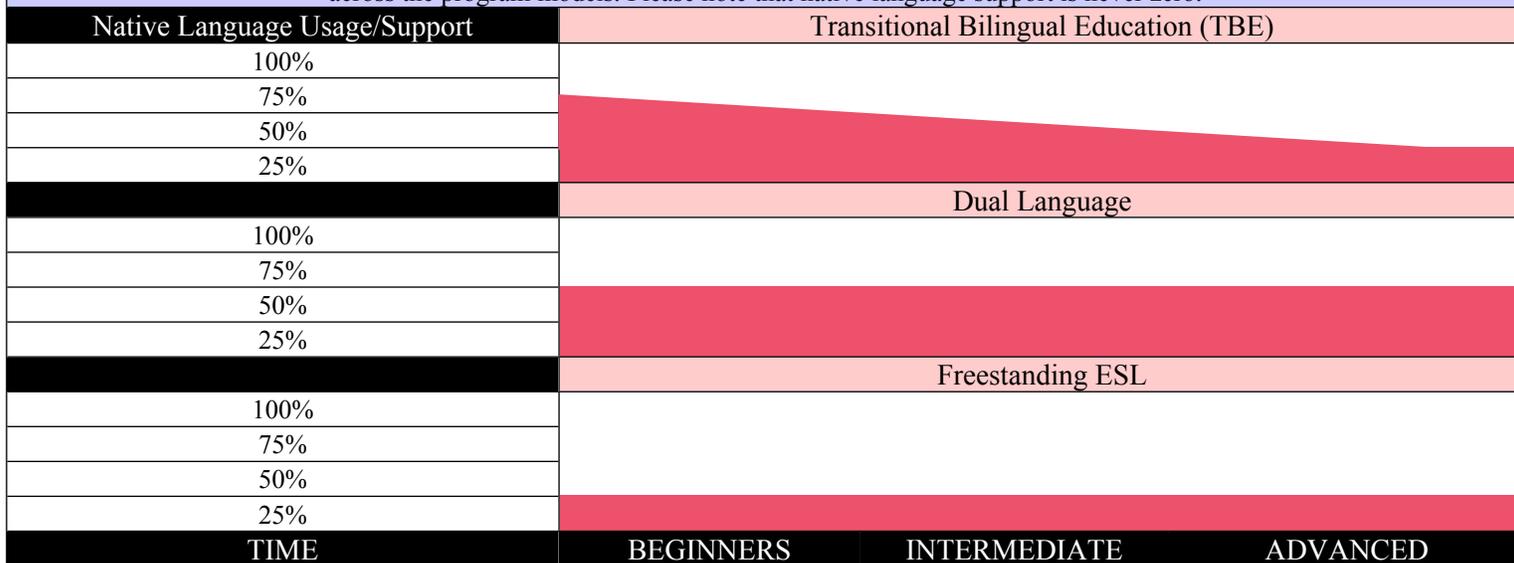
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Usage and Supports**

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



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

**B. Programming and Scheduling Information--Continued**

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

As our students reach proficiency level in English Language Acquisition, additional support is provided to classroom teachers through Professional Development facilitated by the ESL Coordinator/Teacher, with special attention being given to those ELL's who will be taking city and state exams for the first time. This is done by ensuring that teachers have common planning time in order to incorporate test sophistication into the workshop model, in conjunction with intensive academic intervention. Teachers provide small group instruction using interactive writing and guided writing; students learn to develop ideas, discuss their ideas with peers and then publish using the writing process and grade appropriate units of study. Teachers use mentor and touchstone text challenging students to question and discuss author's purpose while emulating author's craft. Transitional Bilingual and Special Education classes have been provided with a technology

## B. Programming and Scheduling Information--Continued

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

As our students reach proficiency level in English Language Acquisition, additional support is provided to classroom teachers through Professional Development facilitated by the ESL Coordinator/Teacher, with special attention being given to those ELL's who will be taking city and state exams for the first time. This is done by ensuring that teachers have common planning time in order to incorporate test sophistication into the workshop model, in conjunction with intensive academic intervention. Teachers provide small group instruction using interactive writing and guided writing; students learn to develop ideas, discuss their ideas with peers and then publish using the writing process and grade appropriate units of study. Teachers use mentor and touchstone text challenging students to question and discuss author's purpose while emulating author's craft. Transitional Bilingual and Special Education classes have been provided with a technology based program, "Imagine Learning" that differentiates based on student need and ability. It provides teachers with benchmarks for small group instruction, where teachers can then address student need through small group strategy lessons and guided reading/ individual student-teacher conferences. Bilingual IEP students are seen in small targeted strategy groups by the IEP and Resource room teacher; all levels of language and reading are targeted, The IEP teacher and the resource room teacher work collaboratively with teachers to identify students who will be taking the ELA assessment and support them in the areas targeted through data analysis, once student needs are identified lessons are geared to strategic target skill lesson in reading and writing. "Liberty Learning LAB," provides intervention through a technology based program to small groups of students, as well as one to one tutoring in all content areas for grades K-5. Students follow a personalized plan to close gaps and achieve success through the use of hands on learning that support and incorporate all learning modalities such as, oral language development, listening, speaking, reading and writing in all content areas. Liberty Learning LAB also, offers home based tutoring if the parent chooses this option. Long term ELLs and Special Education students receive intensive support in our after school programs such as, "ASPIRA," an enrichment program that engages and motivates students by exposing them to real life learning experiences through literacy and the arts always reinforcing listening, speaking, reading and writing skills. Students in the Aspira program are also given one on one support in completing their homework because many times parents of ELLs are unable to offer support at home. ELLs are also supported through the school mandated "Literacy Saturday Academy," where emphasis is on vocabulary development, reading comprehension, building reading stamina and targeting skills and strategies through test sophistication, on a 10:1 student-teacher ratio. Based on the six BESIS categories (reading, writing, speaking, at risk student's, students with IEPs' and hold over's); we offer the following intervention services; in grades 3-5 teachers provide AIS services through small group instruction in reading, through targeted strategy lessons and guided reading. In special education classrooms, the IEP teacher takes small groups of students to support in either reading, writing and math, or based on the specific targeted goals on student Individualized Education Plan (IEP). In grades K-2 small group strategy lessons, as well as guided reading that focus on reading comprehension and offer students individual support in a risk free environment. Running records are done every four to six weeks or based on student level to track student progress. Hold over's in grades 3-5 and SIFE students are part of small group instruction where guided reading is done daily and targets specific skills. Students read independently using leveled text, and teachers confer with them to understand their individual reading needs. These students also work with an AIS provider to ensure that they are progressing. The AIS provider does running records every 6-8 weeks in order to record student progress. A targeted language program based on need and ability is provided to our SIFE student population, where content area providers collaborate and create action plans based on assessment to enrich and support the individual needs of all SIFE students.

## C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?

## D. Professional Development and Support for School Staff

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

Professional development provided is tiered and tailored to individual groups of Ell teachers; these tiered sessions will guide educators through a continuous lifelong learning process. Professional development is based on teacher surveys that identify target areas and specific learning goals. Professional development sessions will effectively support and impact our Ell population and Bilingual programs. Data is reviewed in collaborative teams, and used to identify individual student needs. Units of study and performance tasks are created and modified. Teachers are supported with lesson planning and preparation of instruction that is targeted to student learning modalities. Small groups are created based on assessment in order to support differentiated instruction. Small group instruction, and conferring with students allows teachers to continuously revise, refine and modify instruction and practices. This year we are implementing a schoolwide initiative that involves a coherent and cohesive way of recording conferences with students. Teachers are given common planning time where they collaborate and analyze student work from Ell interim/periodic assessments and other assessments throughout the year; this practice in turn enables us to track/monitor progress for our Ell population, in order to set specific-strategic individual/group learning goals. Our UFT Teacher Center Instructional Specialist/ESL Coordinator further develops our Ell teachers, using resources geared to ESL methodologies, and strategies to strengthen comprehension. She strives and urges teachers to create rigorous learning environments that focus on academic achievement, language and social development through the use of research based instructional methods in reading, writing, speaking and listening and cultural awareness. The ESL Coordinator, provides annual professional development to all personnel providing instruction and other support services to Ell's in order to enhance their appreciation for students' native languages and cultures and their ability to provide appropriate instructional and support services. She ensures that our staff understands the provisions based on CR Part 154, which include time requirements based on levels (Beginner, Intermediate or Advanced). Teachers understand that ESL is a required subject matter and not a support service. To further enhance the growth of Ells in literacy, our teachers follow a monthly calendar clearly guiding the student's focus in reading and writing, this is complemented by our "Skill in Focus" guide that provides the weekly skill to develop learning of literacy process skills and strategies. The focus categories include main idea, identifying details, comparing and contrasting, brainstorming, previewing, predicting outcomes, characterization, author's purpose, context clues, multiple meaning words and summarizing. The "Skill in Focus" is not only implemented by classroom teachers, it is also reinforced and used by cluster push in teachers who offer support during Readers Workshop using comprehension strategies and specific process skills. This model is also used during ETS time, where students are given the opportunity to engage in oral discourse through read-alouds that support authentic accountable book talk which enhance oral language and listening development. During ETS time classroom teachers work on small group strategy lessons or guided reading groups to target specific skills and work on comprehension. Students are walked through and taught to use the writing process to produce standard bearing unit pieces as they follow the steps within the writing process. They learn to develop as writers, use rubrics to support their work and most of all they learn to write for many different purposes using a variety of genres. In addition, we also provide the following literacy-based enrichment professional development in the following areas:

- Book of the Month-Literature Circles
- Media
- Technology/Science

On-site professional development is also provided by an "AUSSIE" consultant who engages teachers in LAB sites, instructional support through lesson planning, modeling and demo lessons. Teachers are given time to meet with her for feedback and any other professional/instructional needs they might have.

We firmly believe that all children can learn regardless of place of origin and language, we also believe that they can meet or exceed standards. Always keeping that vision in mind, our language acquisition programs will provide efficient, effective, rigorous, and comprehensive pedagogical structure and processes that will ensure that all Ell students develop the interpersonal communication skills and cognitive academic language necessary to succeed.

## E. Parental Involvement

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

Because parents play an integral role in their child's learning, opportunities for regular meetings and learning workshops are provided. To increase parental involvement the following services are offered:

## E. Parental Involvement

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

Because parents play an integral role in their child's learning, opportunities for regular meetings and learning workshops are provided. To increase parental involvement the following services are offered.

- Monthly "First Friday~Second Cup of Coffee": Parents are provided with strategies to use while reading with their child in class during independent reading time.
- Provide parents with materials and strategies during workshops to support learning at home
- Have bilingual personnel available to ease parents concerns and to facilitate communication with parents
- Family night is provided by the Parent Coordinator who plans activities such as; literacy Bingo, special presentations provided for free through story telling/puppets, movie night and many other activities.
- Special weekend school functions that involve both community and parents such as a Health Carnival provided by the different agencies in the area.
- Provide opportunities for parents to engage in their own personal learning that promotes motivation for all in the household.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	15	9	10	3	3	5								45
Intermediate(I)		8	5	14	4	5								36
Advanced (A)	1	5	2	7	12	10								37
Total	16	22	17	24	19	20	0	0	0	0	0	0	0	118

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		9	0	2	3	1							
	I		8	1	4	1	1							
	A		8	3	14	16	6							
	P		2	3	7	8	7							
READING/ WRITING	B		11	3	5	3	2							
	I		6	1	13	2	1							
	A		6	1	7	7	7							
	P		4	3	0	13	5							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	5				5
4	9	3	3	1	16
5	6	9	0	0	15
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	3		3		0		0		6
4	2		7		9		0		18
5	7		3	2	3		0		15
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		6	1	4	1	1		14
8									0
NYSAA Bilingual Spe Ed									0

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

### New York State Regents Exam

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

### Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)	10	14	8	2		2	6	3
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

An analysis of NYSESLAT/LAB R scores across the four modalities of reading, writing, listening and speaking, identify patterns where students perform higher on the listening and speaking parts than they do on the reading and writing sections. Teachers in grades K-5 also use Fountas and Pinnell and Bee-Bop Spanish running record periodic assessment in order to identify student independent/instructional reading levels. The quantitative data results are then used to support individual student need through small group instruction, one on one conferring, as well as teacher planning and instructional practice. The linguistic needs being met to accommodate the different levels of English language proficiency such as beginning, intermediate and advanced are the following:

- Beginning and intermediate students receive 360 minutes weekly of ESL instruction using ESL methodologies
- The advanced students receive a minimum of 180 minutes in ESL instruction using ESL methodologies.

Data analysis and breakdown of state exam scores show that students in grades four and five performed well in most of the targeted areas in state assessments. Our students are assessed through teacher made assessment based on the monthly units of study. Teachers use theme based learning to support both language experiences. We found that in the NYSESLAT our ELL students still needed support in the areas of reading comprehension and writing and units of study are specifically geared to these needs. Our focus for these students is to create action

## Additional Information

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

Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

- Parents have an opportunity to visit typical classroom of grades K-5 during First Friday-Second Cup of Coffee activity. Parents will be able to participate in reading or doing math with their child.

- Parents receive school-wide and grade specific goal and benchmarks which increases elementary school expectations.

- Pre-Kindergarten parents have opportunity to visit kindergarten classrooms and visit other areas of school where children will have access to when in kindergarten on Pre-K/K visitation day.

## Part VI: LAP Assurances

School Name: <u>PS 25</u>		School DBN:	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Carmen Toledo	Principal		10/26/11
Maria Bonano	Assistant Principal		10/26/11
Dorothy Gutierrez	Parent Coordinator		10/26/11
Alan Reiff	ESL Teacher		10/26/11
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Jackie garcia	Other <u>ESL Coordinator</u>		10/26/11
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

DBN: \_\_\_\_\_ School Name: **PS 25 The Bilingual School**

Cluster: \_\_\_\_\_ Network: **607**

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

**Part A: Needs Assessment Findings**

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

In order to provide a culturally responsive instructional environment that sets clear expectations for parents, P.S. 25 has worked on translating progress reports, report cards as well as school goals for parents. The information is always given in a timely fashion so that parents are always kept informed of up and coming events as well as school initiatives that are considered non-negotiables. Work-sessions are provided for parents by School Administrators, the Parent Coordinator and the ESL Coordinator who all speak Spanish. The majority of Certified bilingual teacher(s) will work preparing the written translations of documents after school hours or by in house staff. Parent volunteers provide translations of all Parent Association meetings. Most materials provided at workshops is translated into Spanish. Department of Education document translations are downloaded from the Official Department of Education website for non-English speaking parents, speak Spanish.

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

At the beginning of the school year a survey is provided to assess and identify the amount of parents who are in need of translation services. The survey's collected were reviewed and showed that approximately 90% of our parents need oral interpretations and written translations in Spanish. The monthly school newsletter provides parents with educational information, after school program schedules and school-wide special events. Parents are satisfied with the written translations/interpretations provided for them. During faculty conferences our staff is reminded that all information or notices to parents must be translated into both English and Spanish. Staff is reminded that all notices must be approved by the Principal. Support is provided to those teachers who are not Spanish dominant.

## Part B: Strategies and Activities

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

Certified bilingual teacher(s) will work preparing the written translations of documents after school hours or by in house staff. Parent volunteers provide translations of all Parent Association meetings. Most materials provided at workshops is translated into Spanish. Department of Education document translations are downloaded from the Official Department of Education website

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

Oral interpretations at meetings and workshops are provided by in house staff. If workshops are conducted by non Spanish speaking personnel the Parent Coordinator, Assistant Principal or other school personnel is present to provide translation of the material presented. Parent volunteers provide oral interpretations at PA meetings.

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

Most of the non-English speaking parents, speak Spanish. The Bilingual Parent Coordinator and other staff members in the school such as the School Principal and the Assistant Principal are also bilingual and are able to speak in Spanish and provide translations when necessary. Written translations of documents to be sent home or posted are prepared by a certified bilingual teacher. Our concern is to find someone who speak and write Fulani and or French and can communicate with the new populations of African students and their parents.

## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: The Bilingual School	DBN: 07X025
Cluster Leader: Jose Ruiz	Network Leader: Elmer Myers
This school is (check one):    ✖conceptually consolidated (skip part E below) ✔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): ✔Before school      ✔After school      ✖Saturday academy      ✔Other:
Total # of ELLs to be served: 135 Grades to be served by this program (check all that apply): ✔K    ✔1    ✖2    ✖3    ✖4    ✖5 ✔6    ✔7    ✔8    ✔9    ✔10    ✔11    ✔12
Total # of teachers in this program: 8 # of certified ESL/Bilingual teachers: 8 # of content area teachers: 2

## 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: P.S.25 has approximately 135 English language learners enrolled. The school provides these students with the opportunity to learn in a variety of instructional settings including the Bilingual Transitional, and English as a Second Language programs. The two dual language classrooms are designed to provide enrichment to students learning a second language. The ten bilingual transitional classes are designed to nourish the students' literacy in their native language (Spanish) while transitioning them into English. (Four of the ten bilingual settings are self-contained special education classrooms.)

The English as a Second Language program consists of one self-contained class with a full-time ESL teacher and one ESL teacher who services approximately 30 students in the pull-out/push-in program. The ESL full-time teacher plans with monolingual teachers to ensure curricular alignment. The focus for support is on English language acquisition and comprehension strategies for those students who do not have a native language in common. In the push-in model, the ESL teacher works with ELLs during content area instruction (CALP) in collaboration with regular classroom teachers. The purpose is to provide language acquisition and vocabulary support as it pertains to the content area being taught. One ESL teacher works in collaboration with classroom teachers to develop a plan of instruction in order to service students and meet their linguistic needs.

### TITLE III SATURDAY ACADEMY

P.S.25's Title III Saturday Academy program began January 21 and will end on April 28, 2012. The hours of the program are from 9:00am to 12:00pm. The Saturday Academy is designed to increase the students' second language acquisition as they transition from grade to grade. It is also designed to nourish students' literacy in their second language (English). The program is geared to our ELL's in grades 2nd -5th (General & Special Education) and meets the linguistic needs of the students because it accommodates the different levels of English language proficiency (beginning, intermediate and advanced). The Title III program is also offered to ELLs who have passed the NYSESLAT.

The instructional component consists of 10-12 students in a group. Teachers work with students to differentiate math and literacy instruction to meet the needs of their English proficiency levels. They work with students on an individual basis, in small groups and whole class. The teachers use the SIOP (Lesson Planning Sheltered Instruction) model. In the content area, teachers use inquiry based activities which are planned to scaffold students' thinking and make the connection between previously mastered materials to new ELA and Math concepts.

Our instruction is data driven instruction based on language development within each modality. We use multiple sources of assessment data to determine the linguistic and academic needs of our students.

### Part B: Direct Instruction Supplemental Program Information

One of our data sources is the analysis of NYSESLAT scores across the four modalities of reading, writing, listening and speaking. We identified patterns where students perform higher on the listening and speaking parts than they do on the reading and writing sections.

The Title III program consists of eight licensed bilingual teachers. The teachers provide the following materials for the students: folders, notebooks, yellow composition paper, books on tape, student writing handbooks, student vocabulary books and miscellaneous writing tools. (Pencils, glue, stencils etc.)

### 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: Staff Development is based on teacher input specific to Ells and Bilingual programs. Data is analyzed and used to identify student varied need. Based on these needs, units of study are created and modified, lesson plans are differentiated, and instruction is targeted to student learning modalities. Small groups are created based on assessment in order to support differentiated instruction. Small group work allows teachers to continuously revise, refine and modify instructional practice based on student individual need. By working with teachers continuously and analyzing data from Ell interim/periodic assessments and other assessments throughout the year, we are able to track and monitor the progress of all Ell students in our building. Through professional development and grade meetings targeted to Ell's, teachers learn to identify challenges, strengths, and next steps, in order to design academic intervention groupings and action plans that are specific and geared to differentiation of instruction. Teachers are given a variety of strategies and a variety of themes that will support and enhance all modalities; listening, speaking, reading and writing. Common preps and time allotted with the ESL teacher provide teachers with further support as they discuss strategies and learn methodologies that support best practice. Teachers are also sent out of the building for Professional Development; they are then required to share and turn -key their experience to colleagues. This is done to build capacity and leadership within our school as we work to create a community of learners. Our Transitional Bilingual and Free-Standing ESL programs offer a supporting structure of instructional scaffolding strategies to ensure significant ESL and academic development. ESL classes taught through content area lessons using these instructional scaffolding techniques: Teachers meet regularly with the ESL provider to discuss ESL methodologies as well as strategies they need to implement within their classroom to support the different modalities/proficiencies.

- Modeling

### Part C: Professional Development

- Bridging
- Contextualization
- Schema building

Professional development is being provided by a licensed certified ESL teacher and Supervisor of Ell's. The targeted teachers for these sessions are the bilingual teachers working in the Saturday program funded through Title III. Yet, fund not used for the actual professional development.

We carefully analyze student data and monitor progress. The information drives the focus for teaching practices and differentiated instruction delivery. Teachers are trained to utilize and analyze using the following tools; running records, Acuity, data analysis of standardized test.

- January, Running Records (Spanish and English)
- February, Test simulation in ELA, Math, Science and Social Studies
- March, Standardized Test (NYSESLAT, LAB-R, ELA, Math)
- April, Acuity and summary of all informal and formal assessment.

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### Part D: Parental Engagement Activities

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

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

Begin description here: We believe parents play an integral role in their child's learning, opportunities for regular meetings and learning workshops are provided. To increase parental involvement the following services are offered.

- Monthly "First Friday ~Second Cup of Coffee": Parents are provided with strategies to use while reading with their child in class during independent reading time.
- Provide parents with materials and strategies during workshops to support learning at home
- Have bilingual personnel available to ease parents concerns and to facilitate communication with parents
- Family night is provided by the Parent Coordinator who plans activities such as; literacy Bingo, special

**Part D: Parental Engagement Activities**

presentations provided for free through story telling/puppets, movie night and many other activities.

- Special weekend school functions that involve both community and parents such as a Health Carnival provided by the different agencies in the area.
- Provide opportunities for parents to engage in their own personal learning that promotes motivation for all in the household.

The school has extended an invitation to Ell parents to enroll in ESL, GED and Technology classes. These programs have been developed to support parent needs in becoming active members in our school community.

The Parent professional development component will include the following areas:

- Cycle one introduction to computer skills
- ESL beginning level
- GED

**Part E: Budget**

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

Allocation Amount: \$0

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

**Part E: Budget**

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		