



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: PS 25 THE EUBIE BLAKE SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 16K025

PRINCIPAL: ANITA COLEY **EMAIL:** ACOLEY2@SCHOOLS.NYC.GOV

SUPERINTENDENT: EVELYN SANTIAGO

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
Anita Coley	*Principal or Designee	
Wendy Walker Wilson	*UFT Chapter Leader or Designee	
Wanda Pinnick	*PA/PTA President or Designated Co-President	
Samuel Moise	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Charmaine Noel	CBO Representative, if applicable	
Anita Murphy	Member/	
Wendy Avon	Member/	
Kalele Powell	Member/	
Theresa Wilson	Member/	
Mark Ogutu	Member/	
Michelle Delgado	Member/	
Crystal Brown	Member/	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

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. Deepening and broadening last year's goal with Common Core Standards, students and teachers in grades 2 to 3 will have completed at least two rigorous ELA and Math task aligned with the Common Core Standards by June 2013. However, this initiative will be implemented school-wide through a collaborative process of inquiry during common planning sessions.

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. This goal is aimed at preparing our students for the alignment of the citywide expectation with the Common Core Learning Standards and the NYS assessments of 2014 in which grades 2 will be taking the 4th grade assessment and 3 grade will be taking the 5th grade assessment,

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:
 - strategies/activities that encompass the needs of identified student subgroups,
 - key personnel and other resources used to implement these strategies/activities,
 - steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - timeline for implementation.

Ongoing professional development will be provided for all teachers and Educational Assistants on Common Core Learning Standards (CCLS) requirements and defining, identifying and developing tasks that are rigorous

Ongoing professional development on Webb's Depth of Knowledge (DOK), Universal Design for Learning (UDL) and the process of shared inquiry.

Grade level teacher teams will collaboratively develop curriculum maps aligned to CCLS

Monthly on-site support workshops for teachers by the network Achievement Manager including classroom coaching of teachers and planning.

One on one conference/small group follow-up support of teachers provided by administration on a weekly basis to create activity tasks based on assessment data and standards discussion.

Grade Team leaders will give monthly progress updates to the Administrative Team

Administrative team will also track and monitor progress through daily walk-throughs and formal and informal observations

A school-based interview committee will be maintained to ensure a collaborative rigorous interviewing process for all prospective teachers

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Parent workshops and planning session also known as Curriculum Tea will be utilized to engage and empower parents in supporting their children with the school Common Core Standard activities on a monthly basis. Monthly progress reports/letters will be communicated with parents as an extension of this work. The school will hold parent information session and hands on activities to coach parents to assist their children.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

_____ Xtax Levy _____ Xtitle I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Title 1 School-wide Project Funds; Fair Student Funding

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
Our school will collaborate with the network and the CBO to support instruction for students and professional development for teachers.

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.

By June 2013, we will increase students' attendance by at least 2% as reported by the school Annual Attendance Report. Student reward and family incentives have resulted in progress gains from 2 to 5 percent. There is no conclusive evidence that attendance and student performance are interrelated yet out studies have found that consistent attendance supports teachers with implementing a more continuous and streamlined curriculum.

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.

Students' annual attendance rate for school year 2011-2012 was below the City Average which impacts on student achievement and overall academic performance.

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) key personnel 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.

P.S. 25 will continue attendance improvement initiatives through various school-wide programs:

- "Eubie Blake Bucks", with which individual students who are present for the entire week receive a "buck" that they use to purchase a reward.
- Class attendance rewards, such as pizza parties, will also be given to the class with the highest attendance on each grade.
- *Partnership with Children (PWC) will reward students who have 90%+ attendance and students with improving attendance
- School telephone messenger system for calls home will be utilized for communication with families regarding students' absences and lateness.

Additional Supports:

- Initiate an awards recognition night quarterly for parents in which students with improve attendance and parents will be recognized with certificates. Before each major recess school recreational activity will be held on the day before the break begins.
- Attendance outreach will be made to parents of students in our early childhood grades (Pre-K – 2) where low attendance is prevalent.
- Attendance will be closely monitored by: Administrators, classroom teacher, attendance teacher, assigned school aide, and family assistant.
- Phone calls and home visits will be used for students with repeated absences. School messenger system will be used daily for students who have excessive absences. This plan will be evaluated monthly by the attendance committee in collaboration with administration for effectiveness and adjustments/revisions will be implemented accordingly. This plan will be implemented daily with attendance announcements and weekly postcards to parents of absent students from September 2012.

Timeline:

As per weekly attendance meetings (407s, students with transportation hardships, family matters affecting attendance etc) short, medium and long term benchmarks will be scheduled according to school-wide attendance goals. These goals are based on individually family needs and challenges on a case to case basis. On a school-wide level we will work to investigate and provide travelling solutions to families as well as provide counseling for families with personal issues affecting school attendance.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Parent workshops will be held to engage and inform parents of school activities and their children's' attendance patterns; Attendance results will be displayed in the lobby daily; Students' with perfect attendance names will be displayed in the lobby monthly ; Attendance award ceremony will be held monthly for students with improved attendance

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ XTax Levy _____ XTitle I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Title I School-wide Program funds; Fair student funding

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

In addition to the above mentioned, our school will collaborate with liaison from the four temporary housing facilities where many of our students reside. We will ensure that Breakfast is provided daily to all students including those who come late.

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. By June 2013, students' achievement levels in English Language Arts will increase by 3% as measured by Interim Assessments which include EPal, running records, Success Maker, Performance Series and Acuity. A quarterly report will be accessed for most assessments but for others a weekly and sometimes daily assessment data approach will be utilized. For all assessments provided as per assessment selection tools from NYC, the correlating timelines for administering and accessing data will be utilized.

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. According to the analysis of the spring 2012 school wide ELA data in comparison to the state performance standards a majority of our students were functioning below Levels 3 and 4.

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) key personnel 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.
- Continued aggressive intervention to identify students in need of remediation and professional development, to be provided by Administration and consultants, in methodologies to teach struggling learners; implementation of data-driven instruction, with teacher training provided by Administration to identify areas of weakness in both student achievement and understanding, and classroom instruction. Teachers will be trained to use data from the formal and other assessments to provide instructional emphasis on students' strengths and weaknesses and to assist in the grouping of students; professional development in the integration of ELA in project-based learning and the use of hands-on, authentic methodologies; implementation of Common Core State Standards as appropriate to ELA instruction; implementation of a school-wide ELA skills program with parallel instruction in all classes, including self-contained special education classes.
- Continued provision of intensive Academic Intervention Services to all students who are not meeting State standards.
- Implement The Webb's "Depth Of Knowledge" by teachers in the classroom and teachers will use the Tuning protocol during grade conferences to address individual student needs.
- Continued emphasis on ELA comprehension and skills in the Extended Day and the After School Program

Monthly reading assessments using materials based on the Fountas and Pinnel Reading system; Acuity Predictive assessments and Acuity Instructional Target Assessment; Performance Series Assessments; SuccessMaker (4th grade) and Time to Know (5th grade) interim assessments will be used to evaluate and revision will be made based on the effectiveness of each strategy. Strategies will be monitored by grade teams with support from the grade supervisor at monthly meetings.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP. Parent workshops to empower parents in supporting their children with the school ELA curriculum will be conducted monthly. Monthly progress reports will be sent home to parents along with a reading level tracking system for students. The school will hold monthly Family Read Night and provide additional support during Parent teacher conferences

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ XTax Levy _____ XTitle I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here: Title I School-wide Program funds; Fair Student funding

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start). Our school will collaborate with the network and the CBO to support instruction for students and professional development for teachers.

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. By June 2013, students' achievement levels in math will increase by 3% as measured by Interim Assessments which include EPal, running records, Success Maker, Performance Series and Acuity. A quarterly report will be accessed for most assessments but for others a weekly and sometimes daily assessment data approach will be utilized. For all assessments provided as per assessment selection tools from NYC, the correlating timelines for administering and accessing data will be utilized.

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.

According to the analysis of the spring 2012 school wide mathematics data in comparison to the state performance standards the majority of our students were functioning below standards

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) key personnel 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.

- Continued aggressive intervention to identify students in need of remediation and professional development, to be provided by Administration and consultants, in methodologies to teach struggling learners.
- Continue a range of supplemental activities for students which include differentiated classroom instruction, Wilson Foundations and Rosetta Stone
- Continued implementation of data-driven instruction, with teacher training provided by Administration to identify areas of weakness in both student achievement and understanding, and classroom instruction. Teachers will be trained to use data from the formal and other assessments to provide instructional emphasis on students' strengths and weaknesses and to assist in the grouping of students.
- Continued professional development in the integration of Math in project-based learning and the use of hands-on, authentic methodologies.
- Continued implementation of Common Core State Standards as appropriate to math instruction
- The implementation of a school-wide math skills program with parallel instruction in all classes, including self-contained special education classes.
- Continued provision of intensive Academic Intervention Services to all students who are not meeting State standards.
- Teachers will use the Tuning protocol during grade conferences to address individual student needs
- Continue the implementation of the Webb's "Depth Of Knowledge" by teachers in the classroom
- Continued emphasis on mathematics skills in the Extended Day and the After School Program

Everyday mathematic end of the unit assessments; Acuity Predictive assessments and Acuity Instructional Target Assessment; Performance Series Assessments; SuccessMaker (4th grade) and Time to Know (5th grade) interim assessments will be used to evaluate and revision will be made based on the effectiveness of each strategy. Strategies will be monitored by grade teams with support from the grade supervisor at monthly meetings

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Parent workshops to engage and empower parents in supporting their children with the school mathematics curriculum will be conducted monthly; monthly progress

reports/letters will be communicated with parents; The school will hold Math Game Night and provide additional support during Parent teacher conferences

Budget and resources alignment

• Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

_____ XTax Levy _____ XTitle I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here: Title I School-wide Program funds; Fair student funding

Service and program coordination

• Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Our school will collaborate with the network and the CBO to support instruction for students and professional development for teachers

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<p>ELA AIS services include: Guided reading (small group pull-out), Foundations (in class, push-in and small group pull-out during the day, and extended day), Reading Recovery (pull-out individually during the day), Harcourt Intervention (AIS component of our reading program, in class and pull-out in small groups during the day), Wilson Reading (individual and small group, pull-out during the day and during extended day), Read 180 (after-school for targeted students), Saturday and After School small group target skills indicated by student assessment. ELA AIS serves Grades K-5 including Special Ed. Grades K-1 have educational assistants assigned to classes. Tier 1 interventions are provided in the classroom by the classroom teacher and educational assistants. Tier 2 and 3 interventions are both pull-out and push-in according to class/student needs.</p>	"small group tutoring	"during the school day After school
Mathematics	<p>Everyday Math AIS is provided both in push-in and pull-out services. Students are taught in small groups and individually as the situation warrants. Supplementary materials are utilized as needed, supplied by our Math Coach. Math AIS serves grades K-5 including Special Ed. Grades</p>	"small group tutoring	"during the school day After school

	<p>K-1 and Special Ed classes have educational assistants assigned to classes. Tier 1 intervention is provided in the classroom by the classroom teacher and educational assistants. Tier 2 and 3 intervention is both pull-out and push-in according to class/student needs.</p>		
Science	<p>Science AIS is provided both in push-in and pull-out services during the day and extended day. Classroom and science cluster teachers provide Tier 1 interventions. Tier 2 interventions take place both in the class room (push in, small group) and pull out (small group and individual as the situation warrants.) Materials are supplied by the Science cluster teachers in accordance with student needs.</p>	“small group tutoring	“during the school day
Social Studies	<p>Social Studies AIS is provided both in push-in and pull-out services during the day and extended day. Classroom teachers provide Tier 1 interventions. Tier 2 interventions take place both in the class room (push in, small group) and pull out (small group and individual as the situation warrants.) Materials are supplied by the classroom and AIS teachers in accordance with student needs.</p>	“	“
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>PS 25 Guidance Counselors (2) provide individual, small group, and push-in services. These services are all provided during the school day. The PS 25 School Psychologist provides individual and small group services during the day. (approx. 5 counselor/social workers) that provide individual and small group counseling school-wide as well as push-in services to classrooms. Partnership also provides: girls group, boys group, newspaper group, and peer mediation. These services are all provided during the school day. At-risk Health-related Services include: Vision and hearing screening, free eyeglasses for students in need.</p>	“	“

	Nursing staff provides Open Airways programs for students with asthma. Monthly doctor visits accommodate children who do not have access to regular medical services.		
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HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

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

Teachers and staff as a whole will be hired as per NYC DOE guidelines with consideration for restrictions on specific license areas as well as a excess candidacy pool. All eligible staff will participate in a thorough interview process made up of a panel of staff at PS 25. Both writing and lesson plan samples will be considered as well as a two tier inter process which culminates with authentic performance review of an actual lesson plan(s) delivery.

On-going Professional Development will be offered to teachers by administration and our Network Achievement Manager. On-site support will be offered by Pearson and Scholastic consultants. Twice yearly One to One conversation will be held with new teachers for needs assessment and planning for success. Mentor/buddy teachers will be assigned to new teachers. Grade teams will have scheduled common planning time to facilitate the growth and development of new teachers. Additionally, Instructional Coaches will provide support for teachers. Title One 5% funding will be allocated to ensure that current staff not fully certified can be supported in becoming highly qualified.

Partnerships with outside organizations such as Sucessmaker, Time to Know and Grow a Garden will be utilized further develop the skills of the teachers through collaboration and extended curriculum activities. This also helps with diversity recruitment of staff who initially may not have considered our geographic location and overall school wide community.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 402	District 16	Borough Brooklyn	School Number 025
School Name The Eubie Blake school			

B. Language Allocation Policy Team Composition

Principal Ms Anita Coley	Assistant Principal DR Esther Wilson
Coach Mr Yohan Lim	Coach
ESL Teacher Ms Doreen Headley	Guidance Counselor Ms- Sierra
Teacher/Subject Area	Parent
Teacher/Subject Area Ms Green	Parent Coordinator Mr Evans
Related Service Provider Ms Pierre	Other Ms Walker-Wilson
Network Leader	Other

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

D. School Demographics

Total number of students in school	322	Total Number of ELLs	33	ELLs as share of total student population (%)	10.25%
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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. 

1. P.S. 25 is a pre-K through 5th grade school which provides ESL services (Pull-out/Push-in Programs) for its ELL population. Initially, students are identified during the school's registration process when a child enters the NYCDOE system. The Home Language Identification Survey (HLIS) is administered as follows: A licensed pedagogue or the ESL teacher, and the secretary help to fill out the HLIS during registration in order to identify the child's home language. There is an informal oral interview in English and in the native language, and a formal initial assessment. If the child is identified as an eligible candidate ESL instructional services after the initial screening process, the ESL teacher administers the child the Language Battery Assessment (LAB-R) within ten business days of the child's enrollment in the school. The LAB-R test is then hand scored to determine if the student is an English Language Learner scoring at the beginner, intermediate or advanced level, or if he/she is English Proficient (not entitled for ESL services). Formal scores are shown in the ATS system at a, later time. Furthermore, if the student is an English Language Learner and speaks Spanish, the Spanish LAB- R is given to the student by a qualified pedagogue proficient in the language. All eligible ELL's that are identified in ATS (RLAT) are given the NYSESLAT yearly in the four modalities which are reading, speaking, writing, and listening until they test out.

The New York State English as a Second Language Achievement Test (NYSESLAT), a test developed by the New York State Education Department to measure the English Language Arts (ELA) proficiency levels of ELLs, is administered each spring. The NYSESLAT scores are used to determine if the student is already English proficient, or if he/she is an ELL at Beginning, Intermediate or Advanced English proficiency level. Additionally, students are given periodic assessments throughout the school year to prepare them for the NYSESLAT. The results are printed out from the ATS in August/September and carefully reviewed by the administration and the ESL teacher. The students' data which includes their proficiency levels in the 4 modalities: reading, writing, speaking and listening is used to plan the instructional goals during the coming school year. The parents of students who achieved English proficiency, therefore, no longer entitled to ESL services, receive a Non- Entitlement letter from the ESL teacher. ELL students are grouped for ESL services according to their grade and English proficiency levels on the LAB-R or the NYSESLAT (Beginner, Intermediate or Advanced).

2. The NYC school system provides for crucial parental involvement of newly admitted English Language Learners. There is a multi-step process that ensures the identification, appropriate placement and support services for ELLs at the school level. Parents are asked to decide which program best meets the needs of their children through their participation in several activities.

Initially, the HLIS is distributed to all parents according to their home languages. Then parents receive the Guide for Parents of English Language Learners and the Parent Survey and Program selection form, all in their home languages as well, along with an invitation to a Parent Orientation meeting. At that time, the ESL Teacher inform parents with clarity and objectivity the three bilingual program choices available in the NYC public school system: Transitional Bilingual, Dual Language or Freestanding ESL. A parent orientation CD is available in nine languages to effectively inform parents of newly registered ELL students their program choices. Parents are also provided with information on the State Standards, assessments, school expectations and the general requirements of the ESL programs at P.S. 25. Finally, children are placed as indicated in the parents' program selection forms. All meetings are translated in

Spanish and any other parental home language when a translator is available. The timeline in which to complete these services is 10 days.

3. The LAB-R is administered to a newly registered child within ten days when the HLIS indicates a home language other than English. If the LAB-R result is below the cut off score the child is entitled to receive ESL support services. At the beginning of each school year, entitlement and non-entitlement letters are given respectively to parents of English Language Learners and English proficient students in their home languages.

P.S. 25 ensures that entitlement letters are distributed and the Parent Survey and Program Selection forms are returned. The submitted forms are thoroughly reviewed by the ESL Teacher in order to conform with parental choices. Copies of parental letters are kept on file. Parental concerns and/or unavailable program requests are brought up to the attention of the school administrators. When parents can't attend the Orientation and the Parent Survey and Selection forms are not returned, the ESL teacher follows up via mail and /or phone calls if necessary. Again, parents of ELL students are provided with translation and interpretation services as needed, and the documents are provided in both English and their native language.

As required under Part 154, parents of newly enrolled ELLs are invited to two additional informational meetings. Parent-Teacher Conferences including Open School Nights are held in the Fall and Spring semesters to meet with staff members to discuss student performance. Recognizing that the parents of ELL students face their own challenges in transitioning and adapting to a new culture and school system coupled with their own need to build confidence and capacity to support their children in school, we continue to build on our current Parent Involvement Activities.

4. The criteria and the procedures followed to place newly identified ELL students in the ESL Instructional Program available at P.S.25 include as follows: Informing parents about their children's placement in a timely manner and in their home language; grouping all ELLs according to grade and proficiency levels (Beginner, Intermediate or Advanced) as determined by the LAB-R or the NYSESLAT results; and inviting parents of ELLs to two additional informational meetings as required under Part 154: Parent- Teacher Conferences/Open School Nights. In addition, the Parent and ESL Teacher organize monthly parent workshops, PTA meetings, and/or Family Fun Activities.

5. Parents complete the Parent Survey and Program Selection form and the school conforms with parental Program selection accordingly. After reviewing the parent surveys and program selection forms for the past few years the trend in program choice has been the Freestanding English as a Second Language program. TBE is not a program in our school, so parents who need it are informed where they could find TBE programs. In our Freestanding English as a Second Language program which includes the ESL Push-in/Pullout models, ESL instruction focuses on the achievement of English language proficiency in the four modalities: listening, speaking, reading and writing, through the use of specific instructional methodologies. A qualified ESL certified teacher effectively plan rigorous daily instruction in all content areas to guide students in achieving and exceeding the New York State Core Curriculum Standards. As a result, ELL parents have been content with their final choice and are reluctant to leave P.S. 25.

6. The ESL program model offered at P.S.25 is aligned with parental requests. To continue aligning parental choice with our program offering we make every effort to adequately disseminate all initial and ongoing parental information to build a more trusting and positive relationship. As we promote ELL parental school involvement throughout the year we maximize the academic performance of our ELL student population in Freestanding English as a Second language program.

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	3	4	3	2	1	2								15
Total	3	4	3	2	1	2	0	0	0	0	0	0	0	15

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	33	Newcomers (ELLs receiving service 0-3 years)	0	Special Education	7
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6 years)	0

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									Total	
	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		
TBE											0
Dual Language											0
ESL	33	0	7		0	0	0	0	0		33
Total	33	0	7	0	0	0	0	0	0		33

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0

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
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other	0													0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	9	7	3	2	3	2								26
Chinese														0
Russian														0
Bengali	1		1											2
Urdu														0
Arabic														0
Haitian														0
French	2	2				1								5
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	12	9	4	2	3	3	0	33						

Part IV: ELL Programming

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

A. Programming and Scheduling Information

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?

1. Our program implements Freestanding English as a Second Language (ESL) which includes Push-in/Pullout ESL instructions. All classes are grouped heterogeneously with mixed proficiency levels. The language of instruction is English. All ELL students in classes Kindergarten, grades 1, 2, 3, 4 and 5 receive ESL instruction by ESL certified teacher as a part of their language development and daily academic instruction. ELLs receive ESL instruction through the Push-in/Pullout model. The LAB-R and NYSESLAT results are used to plan program instruction. Students who are at beginner or intermediate levels receive 360 minutes a week of ESL services and advanced ELL students receive 180 minutes a week as per CR Part 154. The program follows the heterogeneous model in ESL and the homogeneous model by language proficiency within age parameters in the Push-in/Pullout program. The ESL program model helps ELL students to achieve English language proficiency and attain the standards established for all students for grade promotion and graduation.

The primary goal of this program is to amplify the literacy and cognitive/academic skills of all ELLs by incorporating recognized and researched based ESL instructional strategies across content subject areas so they can perform at city and state grade levels. ESL strategies include but are not limited to: scaffolding, TPR, songs and chants, repetition, graphic organizers (i.e. tables, flowcharts, graphs and story maps), modeling, interactive read aloud, retelling, sequencing, thematic units, language experience approach, academic accountable talk and use of picture dictionaries. Both The Common Core Model and Everyday Math support differentiated instruction to enhance the cognitive linguistic and academic growth of our ELL students. The Intermediates and advanced students participate in read alouds, independent reading, shared and guided instruction and mini-lessons. ELL students work with challenging and authentic activities that meet their unique learning styles and participate in special events that recognize the diversity of their cultural backgrounds. In addition, we address the students' different learning styles and English language modalities through the use of our Libraries, the computer lab, and white boards to meet their multisensory (i.e. visual, auditory and kinesthetic) learning needs. Through Rosetta Stone Learning Program, Wilson, and Real Math/Reading technology based programs we develop ELLs' linguistic, cognitive and academic skills.

Our ELL students across grades K-5 are provided with adequate levels of ESL instruction throughout the school year to accelerate their English language development in the four modalities: listening, reading, writing, and speaking. The school directly provides other support services/programs that may be needed by ELL students in order to attain English language proficiency and maintain satisfactory levels of academic performance. These additional interventions include as follows: guidance counseling, speech and language, SETSS, after-school, extended day and Wilson Programs.

There is one ESL teachers serving (33) English language learners at P.S.25. Total: 33 students: 12 Beginners, 12 Intermediate, and 9 advanced.

Professional development in and outside the school includes the ESL teacher to focus on teacher planning of academic and linguistic objectives in all subject areas. Instructional planning of native language arts is designed to strengthen the basic listening, speaking, writing and reading skills in alignment with native language arts standards. There is also ongoing articulation between classroom and ESL teacher to effectively support ELL students in achieving English language proficiency so they can attain the same standards established for all

A. Programming and Scheduling Information

students across the grades. This communication plan helps to inform ESL instruction for each grade level aligned with the core curriculum.

2. The ESL teacher ensures that the mandated number of instructional minutes are provided according to the proficiency levels of our ELLs. The schedule of our ESL students is provided to our principal who approves it. In compliance with CR Part 154, ELL students who are at beginner or intermediate levels receive 360 minutes a week of ESL services and those that are at the advanced level receive 180 minutes a week. The program serves all students with limited English proficiency (ELL) until they achieve proficiency in the English language. ELL students receive ESL services by their ESL certified teacher through collaborative planning for small group ESL instruction, through a Push-in/Pull out Model. In addition, ELL students in grades K-5 participate in our Extended Day, and After-School programs by certified teachers.

The content area subjects of the core curriculum for all students include as follows: ELA, math, science, social studies, health, technology, physical education, and art. P.S.25 ESL program is taught 100% of the time in English.

3. To ensure our students' academic progress in the ESL program, the ESL teacher utilizes collaborative core curriculum planning between ELA, Math and other content area classroom teachers, clusters and ESL support service teachers. This means that beyond explicit ESL collaboration between teachers also taken into consideration are the language needs of ELLs. For example, content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms along with visual aids to clarify meaning. Our computer lab and white boards are also used to address the ELLs learning styles.

To maximize the English language acquisition for ELL students, the ESL teacher utilizes instructional strategies to deliver content area and/or small group instruction. Scaffolding is an essential part of the instructional delivery for ELLs. ESL strategies include but are not limited to: TPR, songs and chants, repetition, graphic organizers (i.e. charts, flowcharts, tables, story maps and graphs), modeling, interactive read aloud, retelling, sequencing, thematic units, language experience approach and academic accountable talk. Both, the Common Core Model and Everyday Math curriculum support differentiated instruction in targeting our ELL students. Students participate in shared, guided and independent reading instruction and many opportunities for active meaningful engagement.

Our performance data on ELA shows that our ELL population needs to work on their academic language skills along with test taking strategies. Therefore, teachers of ELLs will be focusing on academic vocabulary development, and reading comprehension and writing skills during classroom instruction. The performance on standardized tests also informs future planning for teachers of ELLs. In addition, teachers will be assisting students during work periods, conferencing with students in and out of class, doing informal assessments. Additionally, teachers do small group sessions during, and after school that focus on ELA and academic language prior to all state assessments. Technology is also used to promote ELL achievement and progress.

4. When a new student is registered in our school the parent completes the Home Language Identification Survey to identify the child's home language. If the child is identified as an eligible candidate for ESL services he/she is administered the LAB-R. Further, if the child's home language is Spanish and the child does not score above the cut off score, then, he/she is administered the NYS Spanish Lab. Additionally, ELL students in grades 3-5 take the NYS Math and science assessments once enrolled in NYCDOE public schools. These students are entitled to use glossaries, test translations or a translator, if the test translation is not available.

5. The English language learner (ELL) population consists of many subgroups, and they all require differentiated instruction:

a) Plan for SIFE:

The SIFE population in our school is supported with the resources as follows:

- Academic intervention services as an extension of the regular ESL school program.
- Individualized student needs assessment.
- Differentiation of instruction in all areas.
- Grade appropriate instructional support materials.
- Ongoing communication with parents to monitor their children's progress.

We currently do not have students who are classified as SIFE students. However, once SIFE students are identified, P.S. 25 will monitor

A. Programming and Scheduling Information

their English language development through their scores on the NYSESLAT, ELA and Math assessments. Our school will provide support in all content areas to differentiate instruction for Literacy needs. P.S. 25 will provide all existing support structures such as iPads in Education, ESL, Extended Day and Speech to SIFE students as needed.

Courses Taught in Languages Other than English

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

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

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

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

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

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

Native Language Usage and Supports

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

Native Language Usage/Support		Transitional Bilingual Education (TBE)		
100%				
75%				
50%				
25%				
		Dual Language		
100%				
75%				
50%				
25%				
		Freestanding ESL		
100%				
75%				
50%				
25%				
TIME		BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.				

B. Programming and Scheduling Information--Continued

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?

8. Targeted intervention programs for all ELLs at P.S. 25 in Math, ELA and other areas are as follows: Wilson, ESL, Extended Day, Literacy and Math, After-School, Speech and Language, and Guidance counseling. The language of instruction is English. All teachers constantly monitor students' understanding of the content material and differentiate the instruction to develop the students' English language proficiency in the four modalities: listening, reading, writing, and speaking. For example: They guide students to read, write, listen, ask questions, think and use the academic language to express themselves and scaffold their learning. Briefly, we engage students in a variety of meaningful respectful tasks, that are designed according to the students' needs and preferences. ELA and math instructions are provided through ESL methodology in alignment with NYS Learning Standards for English language learners and the NYC/NYS Core Curriculum.

9. The school has a two year plan to provide transitional support for ELLs that reached proficiency on the NYSESLAT. However, students are eligible for test accommodation for all the NYS tests during the next two years. Additional support focused on enhanced cognitive, linguistic and academic growth is still offered to these students.

Parents of former ELL students are invited to schoolwide and NYC conferences and workshops.

10. Several new software programs are available for all ELLs. These include: Real Math/Wilson Reading, Rosetta Stone and many others. We also address the students' learning styles and accelerate English language development through the use of Smart-boards, the computer lab and lots of interactive games. These technology based resources support differentiated instruction and enhance ELLs' cognitive skills, linguistic and academic growth.

11. None of the services and programs will be discontinued next year.

12. All ELLs have equal access to the school programs and supplemental services offered in our building. These include: ESL, Wilson, guidance counselor, family worker, parent coordinator, speech and language therapist, psychologist, Extended Day, Literacy and Math After-School, CALLA, and all technology related skills and language development programs. We provide additional after-school programs on NYS ELA and Math test preparation for ELL students in grades 3, 4 and 5. Additionally, we implement several after-school state support services (i.e. Write to Learn and Learn to READ).

In order to support learning and foster community involvement, we use a portion of our funding to create supplementary programs for ELLs and their families. Parents of ELL students come to the school throughout the year to take part in community celebrations, the school-wide events and parent workshops. These events include: book sales, 100 Days of School, holiday assemblies/celebrations and graduation ceremonies, among others. Also, school organizes many school trips in which parents often participate. Translation and interpretation services are offered to increase the involvement of parents in the school community.

13. Instructional Materials:

The Common Core State Model is used to support differentiated instruction in targeting our ELL students. The students participate in read aloud, independent reading, shared and guided instruction and mini-lessons. We implement the Rosetta Stone on line English language arts program. ELL students use leveled libraries according to their linguistic and academic profiles. In addition, we implement Everyday

Mathematics, the curriculum mandated by the New York City Department of Education which also provides strategies to differentiate math instruction.

We enhance ESL instruction through computer software and online programs that include: Real- Math/Reading and Wilson Program. Students use these programs to improve their vocabulary, phonics and comprehension skills in English. On the other hand, Smart- boards support the multisensory needs of ELLs, especially, ELLs with disabilities. Picture dictionaries and bilingual glossaries/dictionaries are used frequently in the ESL instruction. Additional materials used to familiarize ELL students with the state assessments include: Getting Ready for the NYSESLAT, KAPLAN, New York State Coach in ELA and Math. Technology is also used to accelerate ELL students' English language development.

14. At P.S.25 Students are allowed to use books in the different languages, Weber dictionaries, picture dictionaries and bilingual dictionaries/glossaries are available to support instruction. As a testing accommodation, translated editions of some tests and bilingual glossaries are provided when taking State content area examinations.

We also use assessments in standardized exams, teacher made tests, portfolios, conferencing, projects and technology based reports. These assessments are aligned with state content and language standards and literacy goals as well as grade-level academic expectations. The latter are integrated into curriculum and classroom planning for language and literacy development and cross-cultural competence

15. The required services support and resources correspond to ELLs' ages and grade levels. ELL students acquire and develop English language skills while meeting their grade and age level standards in literacy and the content areas. ELL students' periodic progress monitoring through formative and summative assessments is used to drive ESL instruction in the four English language modalities: speaking, listening, reading and writing.

16. We conduct parent orientations as soon as students are enrolled, identified and entitled to receive ESL instructional services. There are also meetings with the parent coordinator, ESL teacher and the school's secretary. We conduct oral interviews with parents, gather documentation upon registration and discuss the child's placement. All meetings are translated for parents in Spanish and other languages when a translator is available. All parents are invited to parent-Teacher Conferences/Open School Nights in the Fall and Spring semesters to meet with staff members to discuss student performance.

17. Students are permitted to use their native language with each other and bilingual dictionaries/glossaries can be used in the classrooms as well.

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)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Response to questions 1-5

P.S. 25 provides ESL instruction in a standards-based curriculum in English language, enabling students to meet the New York State and city standards. We differentiate instructions based on the students' language and academic profiles. For example: Both curriculums, Everyday Math and Wilson, provide strategies to differentiate instruction including a variety of academic learning activities that enhance the students' ability to learn the content. We also address the students' different learning styles and English language modalities through the use of our computer lab, and SMART boards to meet the multisensory (i.e. visual, auditory and kinesthetic) needs. In addition, Rosetta Stone and Wilson Reading /Math technology based online programs help to enhance the students' linguistic, cognitive and academic skills. The core curriculum is aligned with the NYC and NYS Native Language Arts, English Language Arts, English as Second Language, Social Studies and Science standards. Classroom leveled libraries are in both English and other languages. Additionally, the Wilson readiness reading program is used to develop English language proficiency of all participating students. The Rosetta Stone online program in English helps students develop their vocabulary, reading and writing skills. Students participate in special events that recognize the diversity of their cultural backgrounds.

Math and writing logs are used as assessment tools for planning ESL instruction in the content areas to ensure that 360 minutes of ESL/weekly are provided to beginning and intermediate ELL students, and that advanced ELL students receive 180 minutes per week consistent with CR Part 154 ESL requirements. Other assessments in English languages include standardized exams, teacher made tests, portfolios, conferencing, projects and technology based assessments. These assessments are aligned with state content and language standards, and promote our program literacy goals along with grade-level academic expectations. The school directly provides other support services that may be needed by ESL students in order to achieve satisfactory levels of academic performance. These additional support services and interventions include as follows: guidance counseling, speech and language, after-school and other enrichment programs.

The teachers' professional development plan includes participation in professional conferences, for example, Children's First Network workshops, visitation to other established programs. These professional training opportunities address effective ways of stimulating literacy, math and content area language development in second language students. As a result, English language learners will develop high levels of speaking, listening, reading, and writing in English.

Because it is essential to have a community of parents that is committed to the program and work collaboratively with teachers and staff to strengthen it, we continue to build on our current parent involvement activities. The Parent Library program installs parental skills directly related to parent-child relationships, promotes independent learning, personal involvement and capacitates parents to better prepare their children to learn. Ongoing workshops include second language lessons in English so that parents can become familiar with the English language their child is learning and the process of second language acquisition.

. All meetings are translated for parents in Spanish and other languages when a translator is available. All parents are invited to Parent-teacher Conferences/Open School Nights in the Fall and Spring semesters to meet with staff members to discuss student performance.

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.

1. Professional development is a key component in targeting our ELL students' needs. It is mostly provided by the ESL Coordinator, Children First Network and the NYCDOE Office of English language learners. Workshops and conferences have included: Designing Exemplary practices for ELLs, Beyond Assessment: Data Driven Instruction for ELLs, Content Area Strategies for the Mainstream Teacher of ELLs and Improving ELL Outcomes. Other in-house professional development agendas and activities that address the integration of strategies in meeting the needs of ELLs include grade meetings and faculty conferences. Teachers also attend technology training sessions to capacitate themselves on how to use the software programs and online resources available. Some of our programs available include: Skills Tutor, Nation Math/Reading, and Rosetta Stone. Students use technology to accelerate their English language development. On the other hand, teacher training on Smart boards increases the resources that teachers have to differentiate instruction.

2. The parent coordinator and the guidance counselor provide all parents and students the necessary information about middle schools' requirements and placement. These staff members help ELL students to make the proper school choice as they transition from elementary to middle school. Our staff is also organizing Career Days to introduce and familiarize students with different occupations and professions that help them make the right choices.

3. The minimum 7.5 hours of ELL training is given for all staff as needed. Every year, the ESL Coordinator and/or ESL teacher, and Children First Network and the NYCDOE Office of English language learners provide numerous ELL workshops and other professional development opportunities. All classroom teachers receive instructional support in ESL methodology. Attendance is taken and records are kept in the teachers' files.

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?

Questions 1 and 2

Parent involvement in our school is a key component of our yearly planning. School orientations are provided for parents of newly registered ELLs by the Parent and the ESL teacher to provide them with information about the ESL programs at P.S. 25. Parents are informed of program descriptions, instructional requirements and school expectations through an orientation video, parent guides and other literature in the parents' home languages.

As required under Part 154, parents of newly enrolled ELLs are also invited in the Fall and Spring semesters to Parent-Teacher Conferences to discuss student performance. Information shared with parents of ELLs includes: The Language Allocation Policy; the NYSESLAT, ELA, Math, and the Science state tests; testing exemptions, modifications and accommodations for ELLs; and the grade promotional policy. All meetings are translated for parents in Spanish and other languages when a translator is available.

Recognizing that the parents of ELL students face their own challenges in transitioning and adapting to a new culture and school system coupled with their own need to build confidence and capacity to support their children in school, we constantly build on our parent involvement activities. Parents are invited to participate in evening English Classes, meetings and workshops. For example: computer workshops include Creating GoogleDocs, Reading/Math. Other parental activities include holiday celebrations, school assemblies, and graduation ceremonies.

3. Parental needs are evaluated through formal interviews and informal conversations during parent-teacher conferences, workshops, school events, and PTA meetings. Staff and the administration do every effort possible to answer any questions and concerns that parents may have. Parents provide valuable information about their children, their background, strengths and weaknesses, behavior and academic work as well as their socio-economic situation. We work closely with them, for instance, when we have to make referrals for different services based on the students' needs.

4. Because parents are essential members of our school community parental involvement activities always address their needs. We work closely with them to monitor student academic progress and ELL students' development of English language proficiency.

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)	5	3	1	1	1	1								12
Intermediate(I)	4	3	2	1	1	0								11
Advanced (A)	3	3	1	0	1	1								9
Total	12	9	4	2	3	2	0	0	0	0	0	0	0	32

NYSESLAT Modality Analysis

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	6	3	5		14
4	8	10	1		19
5					0
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		7	1	4				15
4	7	1	8	1	4	2		1	24
5									0
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	1	1	1					4
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				
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)								
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?

6. Describe how you evaluate the success of your programs for ELLs.

A review and analysis of the assessment data:

1. We use ongoing assessments and collection of student work to effectively plan for instruction and professional development. Formal assessments tools used to assess early literacy skills include the LAB R, NYSESLAT, Wilson, and students' math and writing portfolios. Informal assessments include conference logs, journals, reading and writing folders, among others. The second language program is assessed through several other assessments.

Questions 2,3,4,5

Specifically, the NYSESLAT provides us with in depth information about our ELLs. ELLs are making incremental gains on the assessment by moving to the next proficiency level to become language proficient.

We have a total of thirty three (33) English language learners broken down as follows: (12) ELLs in Special Education classes,(21)ELLs in other General Education Classes.ALL students are serviced by the Pull -out/Push -in model.The language proficiency levels of our ELL student population is broken down as follows:

Test Scores of All Students

Grades K-5	Beginner	Intermediate	Advanced
Grade K= 12	5	4	3
Grade 1=9	3	3	3
Grade 2 =4	1	2	1
Grade 3 =2	1	1	0
Grade 4 =3	1	1	1
Grade 5 =3	1	0	2
Total = 33	12	11	10

The above LAB-R and NYSESLAT results are used to plan classroom and program instruction. Students who are beginners or intermediate receive 360 minutes a week of ESL services and those that are advanced receive 180 minutes a week by a certified teacher.

Home languages include a majority of Spanish speaking students. Also, there are some Arabic, Bengali, and French speaking students.

Although ELLs are making steady gains on the NYSESLAT, after looking at students in the ESL program at PS25, the data shows that across grade levels in reading and writing is where students are having the most difficulties. This correlates with research findings which indicate that productive skills in language acquisition take longer to acquire. In addition, the reports show that an English language learners' performance in the NYSESLAT is a strong predictor of whether he or she will meet standards on the State ELA exam. In fact, the majority

of these advanced students scored at level 2 on the NYS ELA, Math and Science assessments. It was also noticeable that former ELL students are often outperforming the non-ELLs students across the grades.

In the listening and speaking modalities most ELL students scored at advanced or proficient levels, however, newcomer ELLs across the grades scored at the beginner or intermediate levels. NYSESLAT scores also indicate that many ELLs with disabilities are at advanced or proficient levels in listening and speaking, however, they scored at the beginning and intermediate levels of language acquisition in reading and writing. Beginner ELLs taking the ELA after one year are mostly scoring at level 1; however, these students are making better progress in Math and Science.

The overall performance data on the ELA, Math and Science assessments shows that our ELL population needs to work on their linguistic and cognitive/academic language skills in the four English language modalities along with test taking strategies. Therefore, all teachers are focusing on these areas in their classroom instruction. The performance on summative (i.e. standardized tests) and formative assessments (i.e. portfolios, logs, benchmark tests) informs teachers' future planning. ELL students at PS25 are engaged in rich variety of learning experiences that further advance their linguistic and academic growth. Additionally, support services include as follows: guidance counseling, speech and language, and SETSS, after-school, extended day, and the Wilson program.

The implications for the school's LAP and instructional policies are derived from the strengths and needs noted in the NYSESLAT along with many other formal and informal assessments. This year we will continue targeting the linguistic, cognitive and academic skills across the grades in literacy and all content areas throughout the school day, extended hours and the Wilson program. We also offer additional support in listening and speaking language development for newcomer and SIFE ELLs including an increased use of technology resources in the classroom, the computer lab and types of learning center. All instructional activities and additional supports offered to our ELL population focuses on English language acquisition towards proficiency and academic achievement. We also focus on the reading and writing skills of our ELL students at the advanced level. Especially, school leadership and teachers of ELL students in grades 3, 4 and 5 use the results of the NYSESLAT periodic assessments, the ELA and Math predictives in ACUITY, the data analysis on NY Start along with formative assessments for future planning and the implementation of intervention supports. In the lower grades, the ESL teacher uses the LAB-R, NYSESLAT, and many other formative assessments (i.e. unit tests, reading and writing logs; and Everyday Math unit assessments, classroom observations and math logs) to inform instruction. Again, all ELLs receive the interventions supports as needed.

To assist our students in developing their linguistic and cognitive skills and achieve higher academic performance, our plan includes the following:

- Collaboration between classroom, content area and ESL teachers to create an integrated curriculum that will accelerate English language acquisition and develop the students' cognitive and academic skills.
- Analyze our ELLs' performance data through ARIS to make sound educational decisions.
- ESL and cluster teachers will implement the sheltered English approach to deliver academic content area instructional support for the ELLs.
- Ensure that teachers analyze and use all available data that help identify students' strengths and weaknesses to differentiate instruction.
- Use of bilingual dictionaries and content area glossaries, especially, in grades 3, 4 and 5.
- Provide and encourage teacher participation in professional development opportunities focusing on instructional strategies for ELLs and technology standards-based online programs.

6. The success of the ESL program at PS 25 is measured based on ELL students' NYSESLAT results, their movement from one proficiency level to other, and across the four English language modalities. Also, we analyze all data available across the grades, for example, results of S 2, Math and ELA predictives, among others. We expect all ELLs to make yearly academic progress on all State and Citywide assessments in literacy, math and the content areas as well as on the NYSESLAT.

Additional Information

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

Part VI: LAP Assurances

School Name:

The EubieBlake School

School DBN: PS 025

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ms Anita Coley	Principal		11/25/11
Dr. Esther Wilson	Assistant Principal		11/25/11
	Parent Coordinator		
Ms. Doreen Headley	ESL Teacher		11/25/11
Ms. Pauline Powell	Parent		11/25/11
Ms. Deborah Folarin	Teacher/Subject Area		11/25/11
	Teacher/Subject Area		
	Coach		
Mr. Yohan Lim	Coach		11/25/11
Ms. Shirley Bowen	Guidance Counselor		11/25/11
Mr. Renardo Wright	Network Leader		11/25/11
	Other		
	Other		

School Name:

The EubieBlake School

School DBN: PS 025

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN: **16K025** School Name: **Eubie Blake School**

Cluster: **4** Network: **402**

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

Part A: Needs Assessment Findings

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

Parents are provided with appropriate and timely information in a language they can understand.

To ensure that all parents are provided with appropriate and timely information in a language they can understand, several steps are taken. First parents fill out the Home Language Identification Survey. In this survey parents state what language (s) is (are) spoken at home. The data gathered from these surveys is then entered on ATS. When parents are sent written information home, they receive it in English and in some cases, the information may be translated into their native language. For lower incidence languages that have no written system, they receive written information in English only. Oral and written interpretations are the means of communication in order to provide parents any information related to their children's educational options and achievement.

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.

Some findings in our school's written translation are the majority of our non-English speaking parents speak Spanish at home. Bengali and French are other groups. Few parents speak African dialects such as: Fulani, and French. Some parents do not understand English and rely on oral interpretations and written translations to understand school related information. Within the first ten days of school, the Home Language Identification Surveys are read by the ESL teacher who informs classroom teachers of families who speak a language other than English at home.

Part B: Strategies and Activities

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

For the parents in our school who speak Spanish, African dialects and French, we have several school staff who are literate in Spanish and collaborate in translating documents. These documents include- flyers, letters, report cards and consent forms. In order to communicate with Bengali speaking parents, documents are sent to the Translation and Interpretation Unit and upon return, they are sent home to parents.

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

The Translation and Interpretation Unit services have also been utilized for oral interpretations (e.g., during parentteacher conference night.) Parent volunteers who work with the African Services Committee are available upon the school's request to come in to our school to provide oral interpretations for parents who do not speak the languages covered by the New York City Department of Education (e.g., Fulani, Mandingo.)

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>.

In order to fulfill the requirements for translation and interpretation services, our school welcomes parent visitors and provides information in the covered languages from the Department's website and the African Services Committee and explains how to access these services. We have also invested in a full time ESL teacher to support our ESL students and their families. Our Parent Coordinator, Community Assistant and Family worker also directs parents to the available DOE resources and assist them with accessing the information

