



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** PS 325

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 06M325

**PRINCIPAL:** GARY H. CRUZ      **EMAIL:** GCRUZ4@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** ELSA NUNEZ

## 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
Gary H. Cruz	*Principal or Designee	
Joanne M. Bitterman	*UFT Chapter Leader or Designee	
Maribel Campos	*PA/PTA President or Designated Co-President	
Angela Rijo	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Juddy Escolastico	Member/UFT	
Calieb Gonzalez	Member/UFT	
Victor Galan	Member/Parent	
Alberta Aguirre	Member/Parent	
Nidian Ramirez	Member/Parent	
Manuela Martinez	Member/Parent	
	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.

To provide teachers with clear and effective feedback from administrators on a regular basis to improve their teaching practices. Coaches and other staff will provide resources and support to all teachers based on the needs identified by administrators. One hundred percent of teachers will receive effective feedback six to eight times from administrators to improve teaching practices through formal and informal observations by June 2013.

#### **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.

For the 2012-2013 academic year, P.S. 325 has identified the need to have all teachers receive clear and effective feedback from administrators on a regular basis. Teachers have the most impact on what is being taught in the classroom through the instructional strategies, classroom management techniques and implementation of lessons planned. To support teachers in this process, it is necessary to provide regular, clear and effective feedback so teachers can improve their effectiveness and promote student success. From a national push, teachers are increasingly being held more accountable for the performance of their students on high stakes tests. In reviewing our school wide data, we have recognized the need to improve our scores in literacy and mathematics. Through consistent cycles of formal and informal observations, teachers are given feedback, according to a checklist or rubric, that identifies both strengths and areas of improvement for a given lens. Since only 23% of our students are on grade level in ELA and 48% in Mathematics, P.S. 325 feels it is necessary to consistently monitor the planning and teaching practices of our teachers to promote student 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.

In order to meet this goal, P.S. 325 plans to provide regular and effective feedback to all teachers to improve their craft.

Aligned to the Citywide Instructional Expectations, school administrators plan to utilize a common lens for instruction and curriculum, set clear expectations and provide evidence-based feedback from classroom observations. Teachers are observed formally and informally several times per year and receive thorough feedback to provide teachers with information on what was observed. Through frequent cycles of classroom observation, supervisors identify areas of strength and recommendations for each teacher.

#### **Formal and Information Observation Opportunities:**

- Portfolio Review (December and April/May)
- Formal Observations (average of three throughout the school year)

06-11-2013

- Information Observations using an approved rubric (ongoing)

Twice per year, in December and May, student portfolios are reviewed by the principal. All portfolio tasks and components are provided to teachers at the beginning of the school year. The portfolio is a way to demonstrate student performance and growth throughout the school year. Each portfolio has a cover page with the students information and a copy of the student profile with an overview of assessment data, updated three times per year. The portfolio includes all assessments and is comprised of five separate sections: reading, writing, math, social studies, science and extended day (book clubs). During grade level meetings, teachers discuss portfolio tasks and student work. Portfolio reviews will occur during common planning sessions, when teachers will be required to present two portfolios to the grade level team analyzing data/student work for the student students. The Principal/Assistant Principal will review two other portfolios selected at random. The portfolios are then scored using a rubric that is provided to teachers. After the review, teachers receive a copy of their rubric with comments from the Principal.

All tenured and non-tenured teachers receive an average of three formal/informal observations each school year. The teachers receive clear and effective feedback from supervisors after the observations with recommendations for future implementation and commendations. Depending on the particular focus of the lesson, administrators select an appropriate Teachscape menu or other rubric to provide a criteria or particular lens to share with teachers. During ongoing informal observations, administrators are using the rubrics to provide feedback. To hold all teachers, not only classroom teachers, accountable and provide feedback to drive instruction, administrators also collect data binders and service plans for RTI, SETTS and ESL teachers.

Based on the formal and informal observations, room environment and portfolio checks, teachers receive professional development, mentoring and support from school coaches and other staff. P.S. 325 has a literacy and math coach who attend weekly grade level meetings to assist teachers in the planning and execution of their lessons, classroom environment, analysis of student work and implementation of school wide initiatives. The coaches provide additional support during their daily coaching periods, aligned to the needs of different teachers.

In order to monitor progress towards this goal, P.S. 325 plans to collect the following evidence:

- Formal and Informal observation reports
- Coaching logs
- Review of student portfolios/RTI-SETTS-ESL service plans
- Classroom environment checklist reviews
- Bulletin boards displaying student work
- Minutes from grade level 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.

Parents are given regular opportunities to meet classroom teachers to have a better understanding on what is being taught in the classroom. Parents are formally invited to meet teachers during our Open House Orientations, Meet and Greets and Parent Teacher Conferences. Parents are also encouraged to contact teachers whenever they have questions or concerns through meetings, phone calls or email.

**Budget and resources alignment**

- Indicate your school's Title I status: x  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.

x \_\_\_\_\_ Tax Levy \_\_\_\_\_ Title I \_\_\_\_\_ Title IIA \_\_\_\_\_ Title III \_\_\_\_\_ Grants \_\_\_\_\_ Other

If other is selected describe here:

**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).

Programs supported from the Federal, State and local services are coordinated to achieve this goal. The emphasis on teacher effectiveness and accountability has been discussed frequently on a national level and adopted by New York State. As a result of this, The New York City Department of Education has determined that increasing teacher effectiveness should be a Citywide Instructional Expectation for the school year by Chancellor Walcott. Because of this, NYCDOE has provided resources, professional development and tasks to support schools in the implementation of this initiative. P.S. 325 plans to use all the resources provided to successfully achieve this goal.

## **ANNUAL GOAL #2 AND ACTION PLAN**

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

### **Annual Goal #2**

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

To provide meaningful literacy instruction to all students, including English Language Learners and students with disabilities, to enable them to demonstrate progress on the New York State English Language Arts Assessment. Students in grades four and five will demonstrate a five percent increase in progress as demonstrated by the 2013 New York English Language Arts Assessment.

### **Comprehensive needs assessment**

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

In the fall of 2012, all students in grades K-5, including English Language Learners and students with disabilities were administered the DIBELS assessment. The DIBELS is one-minute fluency assessment that is administered using the Palm Pilot to students three times per year to determine mastery of specific skills. Upon careful review of our data, we determined that overall, 41% of students met grade level standards and reached the proficient benchmark level on the DIBELS3D assessment in Fall 2012. Depending on the grade and time of the year, students are administered different assessments, including: letter naming fluency first sound fluency, phoneme segmentation fluency, nonsense word fluency, DORF (oral reading fluency and retell) and DAZE. In looking at this data, we have identified a need to focus on our students in grades K-2 to assure that they secure a strong foundation in early literacy skills to become grade level readers. Since less than half of our students are currently meeting grade level expectations (41%), it was determined that instructional resources will be provided to this population of students.

After the administration of the New York State English Language Arts assessment in Spring 2012, P.S. 325 staff analyzed the data of our current students to identify trends and areas of need. We looked at our data to determine areas of strength and focus for the school wide population, grade, class and individual students. Item analysis reports were reviewed to assist in this process. Overall, we determined that 28.4% of students met grade level standards and reached proficient levels of three and four on 2012 New York State English Language Arts Assessment with a high need to focus on Literary Response and Expression. With the New York State assessments now assessing student mastery of the Common Core State Standards, we also prioritized the six instructional shifts and decided it was necessary to integrate more nonfiction and informational texts to our students.

### **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.

During the 2012-2013 school year, we will be providing strategic support to all students in English Language Arts.

We have restructured our literacy curriculum to reflect the transition to the Common Core Learning Standards. The Common Core Committee met over the summer

and on a regular basis after school to look at our school trends in literacy and identify areas of need for our curriculum aligned to the Common Core. For literacy in grades K-2, we will continue to use StoryTown to teach phonics and phonemic awareness, as well as integrating a handwriting component. The phonics practice books and other StoryTown resources will be used for this purpose during the first period of the ninety minute literacy block. During the second period of the literacy block, teachers will be using the Core Knowledge Listening and Learning Strand modules to teach comprehension. These modules integrate the six shifts required of Common Core: balancing informational and literary text, knowledge in the disciplines, staircase of complexity, text-based answers, writing from sources and academic vocabulary. Each lesson of the module centers around a read-aloud related to a specific theme. The daily read-aloud includes an introduction, presentation and discussion, as well as extension activities, with comprehension questions embedded throughout. Throughout the unit, there are pausing points that provide opportunities to culminate the texts and integrate writing activities. In second grade, we want to assure that while students are focusing on the listening and learning standards with rigorous questioning, we are also giving them opportunity to read. For this reason, in second grade only, we will be using the StoryTown Anthology and Leveled Readers to teach focus skills.

For grades 3-5, we will continue to teach literacy using StoryTown; however we have decided to modify the resources we use for this instruction as well. We have purchased the StoryTown Common Core Enhancement Pack which allows teachers to integrate common core instruction into their lessons. The Common Core Enhancement Pack also comes with Reading Adventures Student Magazines, which provides informational text to enrich and coincide with what the children are learning.

For writing, all students will complete six tasks over the course of the school year. Students will do the three Common Core Learning bundles which were provided from Department of Education and three from Teacher's College Reading and Writing Project, two of which is informational and one is opinion/argumentative.

For assessment purposes, at the beginning of the year all students (Grade K-5) will be administered the StoryTown BOY assessment to assess their comprehension skills. This will be used as a diagnostic to provide teachers information about the mastery of individual comprehension skills. This assessment will be given again in the middle and end of the year to determine student progress and mastery of additional skills. At the end of each focus skill, mastery will be assessed using the weekly skills tests from StoryTown in grades 2-5. At the completion of each unit, an end-of-unit assessment will be given. In grades K-2, an assessment will be given at the end of each domain.

To better track the reading levels and reading growth of our students, we use running records as part of our assessment program. Three times per year, teachers will assess students reading levels according to Fountas and Pinnell and track their growth on the assessment profiles, using Reading 3D.

As our universal assessment at the beginning of the year, all students in grades K-5 will be administered the DIBELS assessment. This will be our tool to categorize the students ability levels (benchmark, strategic or intensive) and determine who receives RTI services. RTI services will be provided, three times per week for 30 minutes, for students who are identified as at-risk according to this data.

During extended day, students in grades 1-5 will continue their emphasis on reading comprehension by participating in book clubs. Small groups of students and teacher will work together to read a fiction or nonfiction book over the period of several weeks. Throughout the unit, students will read independently, shared reading and listen to read alouds. Students will participate in vocabulary exercises and reinforce the comprehension of the story through oral and written activities.

Throughout the school day, all students in grades 1-5, will be using Scientific Learning's Reading Assistant. Reading Assistant is an online computer system that helps to develop the reading fluency and comprehension of students. Reading Assistant provides guided reading support to students in different nonfiction and fiction genres for students to read.

English Language Learners in monolingual classes are receiving instruction from our ESL teachers through a push-in model. The two teachers are implementing a co-teaching model to best meet the needs of the class. During extended day, English Language Learners in grades 3-5 will be using the Fast ForWord program, as an additional resource to assist their language acquisition skills.

The Principal, literacy coach and data specialist will continue to support all classroom and intervention service providers in the implementation of our new literacy curriculum, analyzing our data to identify student needs and grade level trends and plan effective, rigorous lessons aligned to common core during weekly common planning 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.

P.S. 325 has decided to hold several Parent Workshops, presented by consultants from Fordham University and our literacy coach, to provide parents with opportunities to understand the literacy initiatives of our school. The data of students is shared with parents several times during the year through report cards and assessment profiles. These profiles share interim information with parents to have a better understanding of how students are performing, including data from state and citywide assessments, as well as portfolio tasks and end of unit assessments in all subject areas.

**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.

Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here:

**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).

Federal, state and local services are being coordinated to achieve this goal. To culminate our transition to the Common Core Learning Standards, we decided to change our literacy curriculum in all grades. In the past, we have used StoryTown, off the foundation of the Federal Reading First Grant. Our two-block literacy period each day reflected all the components of the Reading First methodologies. However, with the new instructional shifts, we determined it was necessary to modify our program to coordinate with the federal and state mandates.

### **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.

To provide meaningful mathematics instruction to all students, including English Language Learners and students with disabilities, to enable them to demonstrate progress on the New York State Mathematics Assessment. Students in grades four and five will demonstrate a five percent increase in progress as demonstrated by the 2013 New York Mathematics Assessment.

#### **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.

To generate this goal, P.S. 325 reviewed all schoolwide data to identify the needs of all students in grades K-5, including English Language Learners and students with disabilities.

In the fall of 2012, all students in grades K-3, including English Language Learners and students with disabilities were administered the MClass Math assessment. The MClass Math is one-minute fluency assessment that is administered using the Palm Pilot to students three times per year to determine mastery of specific number sense skills. Upon review of this data, we determined that 22% of our students met grade level standards and reached the proficient benchmark level on the Mclass Math assessment in Fall 2012, an increase from last year's 14%. Students were assessed in counting, number identification, quantity discrimination, missing number, next number, number facts, computation and concepts. In looking at this data, we have identified a need to focus on our students in grades K-3 to assure that they secure a strong foundation in early number sense skills to become grade level readers. At the beginning of the year, according to this data, only 22% of our students in grade K-3 are meeting grade level expectations. For our students to be prepared for the New York State Math assessment they will take beginning in third grade and the rigorous expectations of the Common Core States Initiative, it is imperative that we make sure all students have a strong foundation in number sense and basic fluency.

After the administration of the New York State Mathematics assessment in Spring 2012, P.S. 325 staff analyzed the data of our current students to identify trends and areas of need. We looked at our data to determine areas of strength and focus for the school wide population, grade, class and individual students. Item analysis reports were reviewed to assist in this process. Overall, we determined that 55.5% of students met grade level standards and reached proficient levels of three and four on 2012 New York State Mathematics Assessment with an emphasis to focus on Number Sense and Operations/Multi-Step Problems.

In the beginning of year, all students in grades 3-5 were administered the Acuity Math Baseline, which assessed student mastery of previous year Common Core Learning Standards. Since this is the first year of our full Common Core implementation, this data was necessary to inform us of our starting point and students ability levels. Our school average on this assessment was 32%, with 3<sup>rd</sup> grade overall scoring 30%, 4<sup>th</sup> grade overall scoring 33% and 5<sup>th</sup> grade overall scoring 32%.

**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.

During the 2012-2013 school year, we will be providing strategic support to all students in Mathematics.

Similarly to literacy, we have adopted the Common Core Learning Standards in Mathematics to guide our math instruction. In mathematics, there are six instructional shifts: focus, coherence, fluency, deep understanding, application and dual intensity. Engage NY has released modules (six or seven, depending on the grade level) that outlines the learning standards throughout the year. Each module is a bundle of learning standards that will be taught over a period of weeks. At the completion of each module, there will be an end of module assessment and culminating activities. Throughout the course of the module, teachers will integrate Exemplars, which are learning tasks that will allow students to demonstrate their problem solving and higher order thinking skills to solve different problems.

Because the modules from Engage NY are not aligned to our current Everyday Math curriculum, the Common Core Committee, which met during the summer and regularly after school, have worked together to create a curriculum and lesson activities to meet and exceed the standards of the Common Core. This group of teachers have unspiraled EDM, creating a pacing calendar that integrates the learning modules, EDM, Math Steps, Exemplars and other math resources to support learning. The daily math block has been redesigned to allow time for drill, problem solving, mini-lesson, practice, activity and share.

In the beginning of the year, all students in grades k-5, including ELLs and students with disabilities, were administered a beginning of the year common core baseline assessment. This diagnostic is meant to determine the students mastery level of different previous grade math skills. Students in grades 3-5 were administered this assessment through ACUITY, while students in grades K-2 were given a test similar in manner.

Once again, the MClass Math assessment is administered to all students in grades K-3 to determine the early numeration skills of students. The assessment covers different subtests depending on the time of year and grade level of students, including counting, number identification, quantity discrimination and number facts. The PALMS are used for this assessment. Students are identified as intensive, strategic or benchmark.

To increase the rigor and higher order thinking skills of students, P.S. 325 plans to integrate the Common Core Aligned Tasks in all classes. Teachers will be trained on the implementation of these tasks and discuss the process throughout. Grade level teams will discuss student work and strategies to continue integrating higher order thinking skills across different subject areas.

The Principal, math coach and data specialist will continue to support all classroom and intervention service providers in the implementation of the math modules, analyzing our data to identify student needs and grade level trends and plan effective, rigorous lessons aligned to common core during weekly common planning 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.

P.S. 325 has decided to hold several Parent Workshops, presented by consultants from Fordham University and our math coach, to provide parents with opportunities to understand the math initiatives of our school. The data of students is shared with parents several times during the year through report cards and

assessment profiles. These profiles share interim information with parents to have a better understanding of how students are performing, including data from state and citywide assessments, as well as portfolio tasks and end of unit assessments in all subject areas.

**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.  
 Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here:

**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).

Federal, state and local services are being coordinated to achieve this goal. To culminate our transition to the Common Core Learning Standards, we decided to modify our math pacing in all grades. In reviewing all curriculum maps and other resources provided by the Department of Education, we saw that Everyday Math does not adequately cover all Common Core Learning Standards. However, with the new instructional shifts and mandates of the Common Core Learning Standards, we determined it was necessary to modify our program to coordinate with the federal and state mandates.

### **ANNUAL GOAL #4 AND ACTION PLAN**

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

#### **Annual Goal #4**

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

To provide students with learning opportunities to accelerate the acquisition of the English Language for English Language Learners and intervention services for at-risk students. Twenty five percent of students who are receiving ESL or RTI services will demonstrate progress in English/literacy as demonstrated by our universal screening tool, DIBELS, three times per year.

#### **Comprehensive needs assessment**

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

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

- Describe the research-based 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.

In order to meet this goal, P.S. 325 plans to provide supplemental resources to our English Language Learners and students identified as at risk in grades K-5.

In review of our school wide trends and initiatives, we have decided to incorporate a different initiative for our English Language Learners to accelerate their acquisition of English as part of our inquiry initiative. During extended day, our ELL students in monolingual classes were grouped separately to use Scientific Learning's Fast ForWord program and ELL students in bilingual classes using Scientific Learning's Reading Assistance program.

Fast ForWord is a computer program that allows students to participate in different exercises. It is designed to help ELLs differentiate similar-sounding English phonemes and boost the brain's processing efficiency while they improve reading and language skills, they help ELLs hear the critical differences between sounds so that so they can make sense of the English language. Once learners are able to distinguish phonemes, they can more rapidly learn and comprehend both spoken and written English, building fluency, vocabulary, syntax, grammar, and other language skills.

The Reading Assistant program is a program that "listens" to each student read out loud. When the student is challenged by a word, the online reading program simply provides an example of correct pronunciation. The program has students practice reading aloud, receive immediate pronunciation feedback, and listen to recordings of their reading. Pre-recorded passages are read fluently by a narrator and interactive vocabulary support is provided.

Both Fast ForWord and Reading Assistant are programs that students are using, closely monitored by teachers, during extended day. Each student has a unique username and password to use while completing the exercises. Teachers monitor their progress on a regular basis to see how students are performing and completing tasks.

Response to intervention services are provided to students who are identified as at-risk by our universal screening assessment, DIBELS. This assessment is

administered to students three times per year. Based on this information, groups are formed and RTI providers target instruction according to the needs of students in a small group. Throughout the instruction, providers progress monitor to check for student growth on a regular basis. Using this information, providers decide on next steps for the student.

RTI providers pull out small groups of students (grades K-5) three times per week, for thirty minute sessions using a scientifically based intervention program. In kindergarten and first grade, the RTI specialist provides services using Wilson and StoryTown Intervention System, working on phonics and decoding, while the 2<sup>nd</sup>-5<sup>th</sup> grade intervention providers use RIGBY, focusing on phonics and comprehension skills.

Progress is monitored on a regular (monthly) basis and teachers discuss the work of students to provide services as deemed necessary. Groups are modified and adjusted every 8-10 weeks.

**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.

P.S. 325 has decided to hold several Parent Workshops, presented by consultants from Fordham University and our literacy coach, to provide parents with opportunities to understand the math initiatives of our school. The data of students is shared with parents several times during the year through report cards and assessment profiles. These profiles share interim information with parents to have a better understanding of how students are performing, including data from state and citywide assessments, as well as portfolio tasks and end of unit assessments in all subject areas. RTI and ESL providers regularly communicate student progress and concerns to parents.

**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.

Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here:

**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).

P.S. 325 has coordinated to meet all federal, state and local mandates to provide Response to Intervention and ESL services to students as mandated. All ESL mandates are reviewed to provide the appropriate resources to students, as explained in our Language Allocation Policy and Title III Plan. Students identified as at-risk according to our universal screening are receiving RTI services as required by law.

### **ANNUAL GOAL #5 AND ACTION PLAN**

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

#### **Annual Goal #5**

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

To improve teaching practices through the implementation of New York City Common Core Aligned Tasks in literacy and mathematics. The Common Core Aligned Tasks are structured in a way to engage students in rigorous tasks and provide teachers with an opportunity to implement tasks requiring higher order thinking skills. One hundred percent of classroom teachers will improve their effectiveness through the implementation of the New York City Common Core Aligned Tasks in literacy and mathematics.

#### **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.

For the 2012-2013 academic year, P.S. 325 has identified the necessary to have all teachers and students actively involved in the Common Core State Standards Initiative. While we have been transitioning for this process over the past few years, it is essential for teachers to have a strong understanding of the standards for appropriate implementation. This national initiative has the goal of assuring that all children across the country are given the tools necessary to succeed. The Common Core State Standards Initiative creates a list of high standards and rigorous expectations at each grade level that are uniform across states. It is the hope of this initiative that all students across the country are held to the same expectations so they are able to compete with their peers in the United States and across the world. Textbooks, curriculum, technology and other teaching resources are being developed aligned to the Common Core Standards to meet the needs of school districts.

New York State formally adopted these standards in July 2010. Students in New York State will be formally assessed using these new standards for the first time this year. In order to assure that all students and teachers are ready for that transition, New York State and New York City have partnered with PARCC to begin developing assessments aligned to the standards. Because of the importance of the Common Core State Standards Initiative, the New York City Department of Education has identified this initiative as a Citywide Instructional Expectation for the year.

Since our curriculum is not currently aligned to the Common Core State Standards, it is imperative that teachers unspiral the mathematics curriculum and supplement with additional resources to meet the changing needs of students, using math modules released by Engage NY. For literacy, teachers will need to integrate more nonfiction and informational text, as well as opinion and argumentative writing to prepare for students to the new expectations.

To prepare our students and teachers for the implementation of the standards and new assessments this academic year, P.S. 325 has decided to make this initiative a school-wide priority for the 2012-2013 academic year. In order to prepare our teachers and students for this transition, it is necessary assure that our instruction is rigorous to reflect the higher order thinking skills and demands of the common core.

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

In order to meet this goal, P.S. 325 plans to have all students, including English Language Learners and students with disabilities, complete the Common Core Aligned Tasks in literacy and mathematics.

School staff thoroughly reviewed the tasks and our current pacing calendars for StoryTown and Everyday Mathematics and created a schedule for the roll-out and implementation of these tasks. Coaches were able to align the tasks to our current curriculum with ease. During the opening orientation and common plan meetings, grade level teams will review the tasks with coaches to thoroughly understand all the components that are necessary for student success.

The Common Core Aligned Tasks are multi-day units that require students to apply what they've learned through rigorous, performance-based activities. Throughout the unit, teachers introduce a strategy, active prior knowledge, teach key concepts, and have students apply what they have learned through tasks requiring higher order thinking skills. Throughout the process, students have opportunities to reinforce these ideas and finally demonstrate their understanding through a formative performance based assessment. The Department of Education has also provided additional resources to support teachers in this process, including additional texts, supplements for English Language Learners or students with disabilities, field trip ideas, websites to visit, related texts, etc.

Coaches support the teachers and students in the implementation of these units. At grade level meetings, teachers will discuss ideas for implementation, analyze student work and discuss resources used. Throughout the process, teachers will have conversations discussing what students are learning, how students are learning and why they are learning it. These conversations will allow teachers to discuss what they see in the classroom and begin to think about what is being taught in their classroom in a different manner. The professional development provided to support the teachers in this process will allow them to improve their teaching practices permanently because the strategies can be applied to different areas of instruction. The emphasis on planning and implementing the task are key ideas that are relevant regardless what is being taught.

In the implementation of these tasks, it is our hope that all students and teachers will become more comfortable with learning and teaching in this manner. Throughout the process, students will begin thinking about their learning in a different way since they have been exposed to more rigorous activities. This is a way of learning that students will become accustomed to and will be able to demonstrate academic success in mastering the Common Core Learning Standards once they are fully rolled out in a consistent manner. Our teachers, after implementing these units, will be able to plan their own lessons and units that are aligned to the Common Core Learning Standards. Teaching practices will begin to integrate the higher order thinking skills that were embedded in these tasks.

#### **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.

In order to encourage our students to be successful in meeting the needs of the Common Core Standards Initiative, it is important for our parents to be exposed and trained as well. P.S. 325 has decided to hold several Parent Workshops, presented by consultants from Fordham University, to roll out the initiative for parents. At the workshops, parents will learn more information about the state and national demands of our students, as well as activities for working with their children at home to encourage higher order thinking skills.

**Budget and resources alignment**

- Indicate your school's Title I status: x  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.

Tax Levy    Title I   \_\_\_\_\_ Title IIA   \_\_\_\_\_ Title III   \_\_\_\_\_ Grants   \_\_\_\_\_ Other

If other is selected describe here:

**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).

Programs supported from the Federal, State and local services are coordinated to achieve this goal. The Common Core Standards Initiative is one that was created on a national level and adopted by New York State. New York State, partnered with PARCC and The New York City Department of Education has provided resources, professional development and tasks to support schools in the implementation of this initiative. P.S. 325 plans to use all the resources provided to successfully achieve this goal.

**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	Fundations K-1 Storytown Intervention Station 2-5 Words Their Way	Small group	During the school day
Mathematics	Math fluency instruction Problem solving strategies	Small group	During the school day
Science	Content area instruction using interactive writing and shared reading	Small group	During the school day
Social Studies	Content area instruction using interactive writing and shared reading	Small group	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Provided by the guidance counselor, social worker and psychologist	One-to-one Small group	During the school day

### 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.

To attract and encourage our current staff to become highly qualified, P.S. 325 plans to provide thorough professional development to our teachers in understanding the Common Core Standards Initiative. New and tenured teachers are working together to share best practices for implementation. Out of classroom teachers and paraprofessionals are paired with homeroom teachers to collaborate strategies.

**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.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

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

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

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

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

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

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

### **SCHOOL-PARENT COMPACT**

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

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

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

## **III. Student Responsibilities:**

- attend school regularly and arrive on time;

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

## **P.S. 325 Parent Involvement Policy**

- P.S. 325 agrees to put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act. These programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children. P.S. 325 will regularly consult Parent Coordinator, Parent Association, School Leadership Team and parents to receive feedback and/or suggestions for programs, activities and procedures that will be relevant.
- The school ensures that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school incorporates this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school provides full opportunities for the participation of parents with limited English proficiency, parents with disabilities and parents of migratory children, including providing information and school reports in an understandable and uniform format and, including alternative formats upon request and in languages that parents understand.
- P.S. 325 has an active Parent's Association that meets regularly. The Parent's Association holds yearly elections where parents elect a representative committee that corresponds directly with school administration to convey the needs and concerns of the entire parent population. The Parent's Association sponsors parent workshops, assists in organizing graduation ceremonies, collaborates in the planning of the parents' Spring Retreat and plays an active role in supporting school-wide activities.
- The school involves parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title 1, Part A funds reserved for parental involvement, are spent. The Parent's Association facilitates a meeting where parents discuss the options for spending the funds and determine the activities that the funds will support.
- Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including assuring:
  - That parents play an integral role in assisting their child's learning
  - That parents are encouraged to be actively involved in their child's education at school
  - That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child and the carrying out of other activities.

P.S. 325 involves parents in all components of the child's learning. Teachers regularly communicate with parents, sharing student progress, concerns, established goals and data throughout the year and on a regular basis. Parents are welcome members of the P.S. 325 community. Parents are invited to attend and participate in regular school activities including performances, book fairs, assemblies and fairs. Parents are regularly informed of school and community events through meetings facilitated by Parent Coordinator where translators are available and newsletters written in English and Spanish. Parents regularly attend workshops related to topics of interest, as decided by parents.

## **Política de Envolvimiento de Padres de la P.S. 325**

- La P.S. 325 acepta llevar a cabo programas, actividades y procedimientos para el involucramiento de los padres, consistente con la sección 1118 del Acta de Educación Elemental y Secundaria. Estos programas, actividades y procedimientos serán planeados y llevados a cabo a través de una consulta con los padres de los niños que participen. La escuela P.S. 325 consultará regularmente con la Coordinadora de Padres, la Asociación de Padres, el Equipo de Liderazgo y con los padres para recibir opiniones y/o sugerencias para programas, actividades y procedimientos que sean relevantes para la escuela.
- La escuela asegura que el nivel de involucramiento del padre en la escuela requerido por la política de involucramiento del padre este afin con los requerimientos de la sección 1118 (b) de la ESEA e incluya, como componente, un compacto del padre y la escuela que este afine con la sección 1118 (d) de la ESEA.
- La escuela incorpora esta política de involucramiento del padre dentro del plan de mejoramiento.
- Para satisfacer la parte A de Título I sobre los requerimientos de involucramiento del padre, de manera práctica, la escuela ofrece total oportunidad para participar a padres con conocimiento limitado de inglés, de niños con impedimentos y niños inmigrantes, lo cual incluye formatos alternativos con requerimiento previo, y en idiomas que el padre pueda entender.
- La escuela P.S. 325 tiene una Asociación de Padres activa que se reúne regularmente. La Asociación de padres lleva a cabo elecciones anuales donde los padres eligen un representante de comité que trabaje directamente con la administración de la escuela para satisfacer las necesidades y las preocupaciones de toda la población de padres. La Asociación de Padres patrocina talleres educativos para padres, asiste en la organización de las ceremonias de graduación y juega un papel importante en apoyar todas las actividades de la escuela
- La escuela envuelve a padres de niños que reciben servicios de Título I, programas parte A en las decisiones sobre como el 1 por ciento de los fondos de Título I, Parte A reservados para involucramiento del padre, es gastado.
- Involucramiento del padre significa la participación regular de los padres y significativa comunicación integrando aprendizaje académico del estudiante y otras actividades incluyendo asegurar:
  - i. Que los padres jueguen un papel integral en ayudar a sus hijos (as) con su aprendizaje
  - ii. Que los padres sean activamente incentivados a involucrarse en la educación de sus hijos (as) en la escuela de estos
  - iii. Que los padres sean aliados absolutos en la educación de sus hijos (as) y que sean incluidos, de manera apropiada, en la toma de decisiones y en los comités de asesoría para asistir en la educación de su hijo (a) y en llevar a cabo otras actividades.

La escuela P.S. 325 envuelve padres en todos los componentes del aprendizaje del niño (a). Los profesores regularmente se comunican con los padres para discutir el progreso del estudiante, cualquier inquietud, y para establecer metas y para discutir la data a través del año. Los padres son bienvenidos como miembros de la comunidad de la P.S. 325. Los padres están invitados a participar en las actividades regulares de la escuela incluyendo actuaciones, ferias del libro, asambleas y otras actividades. A los padres se les informa regularmente sobre los eventos de la escuela y la comunidad a través de reuniones facilitadas por la Coordinadora de Padres donde hay traductores disponibles y un boletín informativo disponible tanto en inglés como en español. Los padres regularmente participan en talleres educativos relacionados con tópicos de su interés los cuales son decididos por los padres.

## **1. School-Parent Compact - Attach a copy of the school's School-Parent Compact.**

**Explanation:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

## P.S.325M School – Parent Compact

The school and parents working cooperatively to provide for the successful education of the children agree:

<b><i>The School Agrees</i></b>	<b><i>The Parent/Guardian Agrees</i></b>
<ul style="list-style-type: none"> <li>○ To convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved.</li> <li>○ To offer a flexible number of meetings at various times, and if necessary, and funds are available, to provide transportation, child care or home visits for those parents who cannot attend regular school meetings.</li> <li>○ To actively involve parents in planning, receiving and improving the Title I programs and the parental involvement policy.</li> <li>○ To provide parents with timely information about all programs</li> <li>○ To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.               <ul style="list-style-type: none"> <li>○ To provide high quality curriculum and instructions.</li> </ul> </li> <li>○ To assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e., literacy classes, workshops on reading strategies, to become involved in developing, implementing, evaluating, and revising the school-parent involvement policy.</li> <li>○ To deal with communication issues between teachers and parents through:               <ul style="list-style-type: none"> <li>➤ Parent/teacher conferences at least twice a year at which teachers will share progress and data analysis reports containing goals set for students.</li> <li>➤ Frequent reports to parents on their children's progress.                   <ul style="list-style-type: none"> <li>➤ Reasonable access to staff</li> <li>➤ Opportunities to volunteer and participate in their child's class.</li> <li>➤ Observation of classroom activities</li> <li>➤ School curricular and extra-curricular activities</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ To participate in all the parent meetings and workshops including the annual Meetings for Title I, Parent/Teacher Conferences, regular and extraordinary meetings, and the planning sessions performed by the Leadership Team.</li> <li>○ To participate in or request technical assistance training that the local education authority or school offers on child rearing practices and teaching and learning strategies.</li> <li>○ To work with his/her child/children on school work through reading aloud activities for 15 to 30 minutes per day to our lower grade students (1<sup>st</sup> to 3<sup>rd</sup> )</li> <li>○ To monitor his/her child's/children's attendance and punctuality.</li> <li>○ To monitor children's completion of homework, independent reading at home and television watching.</li> <li>○ To share the responsibility for improved student achievement with teachers and school staff.</li> <li>○ To communicate with his/her child's/children's teachers about their educational needs regularly and respond to communication from the school.</li> <li>○ To treat all school staff members with courtesy and respect.</li> <li>○ To have high expectations for their children</li> <li>○ To provide information to the school on the type of training or assisting they would like and/or need to help them be more effective in assisting their child/children in the education process.               <ul style="list-style-type: none"> <li>○ To offer support for school activities.</li> </ul> </li> <li>○ To help out at school by volunteering time, skills or resources.</li> <li>○ To provide current contact information and notify school of any changes in contact information as the year progresses.</li> </ul>

## P.S.325M /La Escuela – Contrato del Padre

La escuela y los padres con la finalidad de proveer una exitosa educación a los niños, trabajan conjuntamente y aceptan lo siguiente:

<b><i>La escuela conviene</i></b>	<b><i>El Padre /Tutor acepta</i></b>
<ul style="list-style-type: none"> <li>○ Organizar una reunión anual para los padres de Título I para informar sobre los programas de Título I y su derecho a integrarse.</li> <li>○ Ofrecer un determinado número flexible de reuniones a diferentes horas y si fuera necesario y hubiera fondos disponibles, proveer transportación, cuidado de niños o visita a la casa para esos padres que no pueden asistir a las reuniones regulares de la escuela.</li> <li>○ Envolver activamente a los padres en planear, recibir y mejorar los programas de Título I y las políticas de involucramiento del padre.</li> <li>○ Facilitar al padre con información al día sobre los programas</li> <li>○ Proveer reportes de rendimiento y resultados de pruebas individuales del estudiante para cada niño (a) e información sobre la educación del distrito escolar.</li> <li>○ Proveer un currículo e instrucción de alta calidad <ul style="list-style-type: none"> <li>○ Mediar asuntos de comunicación entre profesores y padres a través de: <ul style="list-style-type: none"> <li>➢ Conferencias de padres y maestros, por lo menos dos veces al año en las cuales los profesores discutirán el progreso y los reportes de análisis de datos conteniendo las metas establecidas para el estudiante</li> <li>➢ Reportes frecuentes para los padres sobre el progreso académico de su hijo (a)</li> <li>➢ Acceso razonable a la comunicación con el personal <ul style="list-style-type: none"> <li>➢ Oportunidades para trabajar voluntariamente y participar en la clase de su hijo (a)</li> </ul> </li> <li>➢ Observación de las actividades en el salón de clases</li> </ul> </li> </ul> </li> <li>○ Actividades extra-curriculares de la escuela <ul style="list-style-type: none"> <li>○ Asegurar que los padres participen en actividades de desarrollo profesional, si la escuela determina que estas son adecuadas; entiendase , clases de literatura, talleres educativos para los padres sobre estrategias para leer, de como participar, implementar, evaluar y revisar la política de participación del padre en la escuela de su hijo (a)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Participar en todas las reuniones para padres y los talleres educativos incluyendo la reunión anual de Título I, conferencias de padres y maestros, reuniones regulares y extraordinarias y las sesiones planeadas que llevan a cabo la Asociación de Padres.</li> <li>○ Participar o requerir un entrenamiento de asistencia técnica que la autoridad de educación local o escuela ofrece sobre práctica educacional y estrategias de enseñanza y aprendizaje.</li> <li>○ Trabajar con sus hijos (as) que estén en grados bajos, (1ero. al 3ro) en los trabajos de la escuela mediante lecturas en voz alta por 15 a 30 minutos</li> <li>○ Supervisar la asistencia y puntualidad de sus hijos (as)</li> <li>○ Supervisar que sus hijos (as) completen las tareas, lean independientemente y vean televisión de manera controlada</li> <li>○ Compartir con el profesor y el personal de la escuela la responsabilidad de mejorar el progreso del estudiante <ul style="list-style-type: none"> <li>○ Comunicarse regularmente con los profesores de sus hijos (as) para tratar sus necesidades educacionales y responder las comunicaciones que recibe de la escuela</li> </ul> </li> <li>○ Tratar a todos los miembros del personal de la escuela con cortesía y respeto</li> <li>○ Tener expectativas altas sobre sus hijos (as)</li> <li>○ Proveer información a la escuela sobre los tipos de entrenamientos ó asistencia que les gustaría y/o necesitaran para ayudarse a sí mismos a ser más efectivos al ayudar a sus hijos (as) en el proceso de educación</li> <li>○ Ofrecer ayuda en las actividades de la escuela</li> <li>○ Ayudar a la escuela ofreciendo su tiempo libre para trabajar voluntariamente, así como también destrezas o recursos <ul style="list-style-type: none"> <li>○ Proveer información al día de como contactarle y notificar a la escuela si a través del año escolar, esta información para poder contactarlos ha cambiado.</li> </ul> </li> </ul>

**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 <b>Debra Maldonado/Anita Batisti</b>	District <b>06</b>	Borough <b>Manhattan</b>	School Number <b>325</b>
School Name <b>P.S. 325</b>			

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

Principal <b>Gary H. Cruz</b>	Assistant Principal <b>Areliis Javier</b>
Coach <b>Marcia Hendricks</b>	Coach
ESL Teacher <b>Burcu Alp</b>	Guidance Counselor
Teacher/Subject Area <b>Ady Cruz, Bilingual Teacher</b>	Parent
Teacher/Subject Area	Parent Coordinator
Related Service Provider <b>Rebecca Kristol. SETTS</b>	Other
Network Leader <b>Marge Struk</b>	Other <b>Kelly MacDonald, Data</b>

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

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

Number of certified ESL teachers	<b>2</b>	Number of certified bilingual teachers	<b>9</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>3</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>362</b>	Total Number of ELLs	<b>157</b>	ELLs as share of total student population (%)	<b>43.37%</b>
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## Part II: ELL Identification Process

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

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

1.) The ELL screening process for students begins at the time of registration at P.S. 325. When a student comes to the school to be registered, the office staff, including secretaries, parent coordinator and assistant principal assists the parents to complete all the necessary paperwork. When a new child is admitted for the first time from an outside state or country, an ESL teacher or administrator is called to complete the process. They conduct interviews with the parents and child to determine the student's educational and language background and if a child should be considered SIFE.

The Home Language Identification Survey (HLIS) is explained in detail and completed with the parents at this point. Based on this information, we determine if a student is a candidate for LAB-R testing. If it is determined that a child is eligible to be tested for the LAB-R, he/she is tested within the first ten days that the student is enrolled in school by one of the two ESL teachers. After the test is administered and scored, the ESL teacher determines if the child is an English Language Learner and entitled to ESL services. If a student's native language is Spanish, the Spanish Lab is also administered to determine his/her level in Spanish and what skills need assistance in the native language.

Each year, all English Language Learners are administered the NYSESLAT. All ELL students (those in bilingual or monolingual classes with ESL support) are identified and administered the assessment. ELL students with disabilities are provided with testing accommodations as relevant. The testing team (Kelly MacDonald, Marcia Hendricks, Gabriella Cohen and Rebecca Kristol) works closely with our licensed ESL teachers (Burcu Alp and Carl Carpenter) to make sure that all ELLs are tested appropriately in the spring. Relevant ATS reports, including the RLAT are reviewed to make sure all ELL students are identified. A detailed memo is written and shared thoroughly with all teachers, including ESL teachers, monolingual teachers of ELL students and bilingual teachers. ELL reports are cross referenced to make sure that all eligible students are administered the NYSESLAT. Each day, a different component of the NYSESLAT is administered. At the completion of the testing time, all students who were absent or unable to take the test on the prescribed date are recorded so a make up can be administered. After testing, the bubble sheets of all eligible students are reviewed to assure all ELL students were administered the NYSESLAT as required.

2.) The parents of English Language Learners are given entitlement letters (available in the native language of the parents), explaining the rights of English Learners and invited to a meeting that is held during the day and after school to meet the needs of our parents. At this meeting, the different rights and choices they have are explained. There is an orientation video that is shown and information (pamphlets, parent choice forms and parent surveys) is distributed in the native languages of parents present. The three programs (Transitional Bilingual Education, Dual Language and ESL) are thoroughly explained so parents can complete the Parent Choice Form and determine which program is right for their child. Currently, our school only offers Transitional Bilingual and ESL services and does not have a Dual Language Program. It is explained to the parents that they have the right to choose this program for their children if they request and transfer their child to another NYCDOE public school where this program is offered. A listing of schools and dual language options are provided to parents as requested. Once the appropriate program is chosen for the child, the student is placed in the class. If parents are unable to attend the meeting, they are called and another meeting is rescheduled. If there is no response, the information is provided to parents at Open House (October) and Parent Teacher Conferences (November).

3.) Initially, the orientation (description of programs, entitlement letters, testing, parent survey) happens during the intake process. The majority of parents already know if they want their child in a bilingual transitional class (if the child is a newcomer) or in a monolingual class with ESL services. Sometimes we have parents who register their child coming to school for the first time in the United States and request a monolingual (English) class and we honor their request. The parent survey and entitlement letters are given to parents during registration and children are placed in the requested program. Parents are invited to an orientation meeting to further explain the options that are available. Currently P.S. 325 only offers Transitional Bilingual and ESL programs.

4.) After the initial interview with the parent/child during the intake process, children are identified to participate in one of the programs according to the information provided by the parent and from the surveys. Once the child is tested we make the assignment final and if the child passes the LAB-R, we recommend a monolingual class to the parent if they would like to reconsider the first assignment.

5.) Over the years, we have identified a trend in the choices that the parents of our English Language Learners choose for their children. In the past, we had a high population of parents who opted to enroll their kindergarten students in our bilingual program. In previous years, our kindergarten monolingual classes were quite smaller than our kindergarten bilingual class because the parents wanted their children to fluently learn both English and Spanish at the same time. Once the children were enrolled in our bilingual program, the parents opted to leave their children in that program over the years, even if they passed the NYSESLAT and were considered proficient in English as their Second Language. Due to New York State testing regulations, students who are taught in Spanish but are no longer considered English Language Learners are not entitled to take the NYS Math and Science tests in their native language. For this reason, we encourage parents to switch their students from our bilingual program into the monolingual program, when children test out so all subject areas were taught solely in English. When parents come to register their children, they traditionally come already knowing their preference of program (either Transitional Bilingual or Monolingual with ESL support). Although our population has decreased over the past few years, the ratio of ELL students and the choices of their parents has not. According to the data, our trends show:

In 2009, 119 parents (31%) chose Transitional Bilingual while 68 (18%) chose Monolingual classes with ESL support.

In 2010, 112 parents (28%) chose Transitional Bilingual while 73 (18%) chose Monolingual classes with ESL support.

In 2011, 89 parents (25%) chose Transitional Bilingual while 68 (19%) chose Monolingual classes with ESL support.

6.) The program models that our school offers is aligned with the requests of our parents. P.S. 325 does not currently have a Dual Language Program offered, however parents of English Language Learners have not expressed interest in that program, so it has not been necessary. There are transitional bilingual and ESL services available for students in each grade level (Kindergarten through fifth grade).

## 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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)	9	17	20	12	13	18								89
<b>Dual Language</b> (50%:50%)	0	0	0	0	0	0								0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	0	0	0	0	0	0								0
<b>Push-In</b>	9	14	18	8	12	7								68
<b>Total</b>	18	31	38	20	25	25	0	0	0	0	0	0	0	157

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	157	Newcomers (ELLs receiving service 0-3 years)	121	Special Education	42
SIFE	0	ELLs receiving service 4-6 years	34	Long-Term (completed 6 years)	2

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	75	0	16	13	0	0	1	0	1	89
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	46	0	13	21	0	11	1	0	1	68
<b>Total</b>	<b>121</b>	<b>0</b>	<b>29</b>	<b>34</b>	<b>0</b>	<b>11</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>157</b>

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	9	17	20	12	13	18								89
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														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
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>9</b>	<b>17</b>	<b>20</b>	<b>12</b>	<b>13</b>	<b>18</b>	<b>0</b>	<b>89</b>						

**Dual Language (ELLs/EPs)  
K-8**

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

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

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

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

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

**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	14	16	7	12	7								65
Chinese			2											2
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian				1										1
Other														0
<b>TOTAL</b>	<b>9</b>	<b>14</b>	<b>18</b>	<b>8</b>	<b>12</b>	<b>7</b>	<b>0</b>	<b>68</b>						

## 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 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. Instruction is delivered to our English Language Learners by licensed ESL, Common Branch and Bilingual teachers. P.S. 325 offers instruction to ELLs through Transitional Bilingual Education (Spanish and English) classes or ESL support provided through a push-in model for ELLs in monolingual classes.

The classes are grouped heterogeneously, with students of different proficiency levels in the same class.

2. The organization of our staff and resources ensure that the mandated number of instructional minutes is provided according to the proficiency levels of each program model that is offered. There are two full-time licensed ESL teachers to provide services to English

## A. Programming and Scheduling Information

Language Learners in monolingual classrooms. All ELLs are grouped in the same monolingual class to provide the most support. There is a Spanish language Transitional Bilingual class, taught by a licensed bilingual teacher in each grade (kindergarten, 1st grade (CTT), 2nd grade (CTT), 3/4th grade bridge (CTT) and 5th grade).

Students in monolingual classes receive ESL support from one of our two licensed ESL teachers as mandated by the regulations under CR Part 154. Students identified as Beginner or Intermediate receive 360 minutes of ESL instruction per week, while students who are Advanced receive 180 minutes of ESL instruction per week. The schedules of our ESL teachers are designed to have them pushing into the classrooms (8 periods for B/I students and 4 periods for A students) to allow them to provide these services.

For English Language Learners in bilingual classes, ESL and Native Language Arts periods have been placed in the schedule to allow for the appropriate minutes of instruction, as mandated by CR Part 154. For our students who are identified as Beginner or Intermediate receive 360 minutes of ESL instruction per week, while students identified as Advanced receive 180 minutes per week. Alongside the ESL instruction, these students are also entitled to Native Language Arts (Spanish) instruction, also provided according to their proficiency level. Beginner students receive 60-90 minutes of NLA per day, Intermediate students receive 45-60 minutes per day and Advanced students receive 45 minutes per day. The schedules allow 1-2 periods of NLA each day for these students.

3. Content area instruction is provided in a manner to support the needs of our English Language Learners. In Transitional Bilingual classes, mathematics and science or social studies (depending on the grade) is taught daily in Spanish. The classroom and school library has books available for students to read in English and Spanish to provide opportunities for students to learn about content during the school day. Each classroom also has internet-accessible computers so students can have access to websites, newspapers and other resources available in different languages. Teachers use ESL strategies when teaching content area so students are able to develop their native and English as a second language skills and transfer information from one language to another.

4. To ensure that all English Language Learners are evaluated appropriately in their native language, P.S. 325 administers assessments in native languages to students. For Native Language Arts instruction, teachers use Villa Cuentos as their curriculum. Teachers in all grades, K-5 assess the Spanish reading comprehension of students through the weekly assessment resources provided as part of the curriculum (weekly skill tests and end of theme tests).

The New York State and New York City Mathematics assessments that are administered are provided to students in their native language. Spanish translations are provided to students in testing grades for these assessments and testing accommodations for ELLs are provided. For our student who is Albanian, the math assessment will be orally translated for him for the New York City and New York State assessments.

Students in bilingual classes in grades 3-5 are administered the ELE each spring to assess their Spanish skills. Teachers also assess students' Spanish reading level and informally observe students to determine their progress and needs in the classroom in their native language.

5. To best support our students, instruction is differentiated according to our ELL subgroups.

Bilingual (3 years or less)

- In order to differentiate instruction bilingual students will be grouped in the classroom into three sub-groups: beginners, intermediate, and advance group.
- The beginners and intermediate group will receive instruction following a 40%English / 60%Spanish Language Allocation Model mandated by the NYC guides, including Special Education/CTT classes.
- Intermediate students will follow a 50% - 50% model by the middle of the year according to their progress.
- Independent reading time according to their reading level
- The advance group will receive instruction following a 25% Spanish/ 75% English according to the NYC Language Allocation Policy.
- Science or social studies is taught in English through the use of ESL, scaffolding, repetitions, semantic mapping, diagrams, cooperative learning, etc. Including Special Education classrooms.
- The teacher will maintain Word Walls in Spanish and English with "frequency words" for students' reference and review,

## A. Programming and Scheduling Information

including Special Education classrooms.

- A Balance Literacy Approach will be used for Language Arts instruction. Through this approach the teacher models skills and strategies to the students that they will practice independently at their own reading levels, later on. The teachers will conference individually and/or small group to check comprehension and plan their future mini-lessons. They will use the “Story Town” program to teach ELA and “Villa Cuentos” to teach NLA.
- An Accelerated Writing Approach in English/Spanish will be followed in which each student keeps a writer’s notebook. In this notebook they practice writer’s skills and strategies previously modeled by the teacher. This writer’s notebook will also contain “seed ideas” that later on will be expanded and extended to be part of the final pieces students will produce each month that will be part of their literacy portfolios, including Special Education classes.
- Students will also receive differentiated instruction when needed. Grouping will be determined according to data collected during testing, portfolio assessments, and teacher observation.

ESL (3 years or less)

- This year, the ESL teachers will be servicing students with a push-in co-teaching model. They will receive 8 periods (45 minutes) of ESL support. ESL teachers will use ESL strategies and methodologies to deliver academic content area instruction and provide additional support to students, including students with an IEP.
- Teachers will use ESL strategies and webs, semantic mapping, scaffolding, multi-sensory lessons etc. to deliver academic content area instruction and provide additional support to students.
- SETSS teacher utilizes the StoryTown Intervention Kit and Basic Writing to increase students’ phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension strategies.
- ESL instruction will be provided by fully certified teachers.
- Students will receive intensive ESL instruction that will integrate listening, speaking, reading and writing activities through a thematic approach that will be correlated to topics and themes discussed in class. They will also be using Rigby and AWARD Reading program (k-1) in addition to Storytown.
- Students will receive differentiated instruction when needed. Grouping will be determined according to data collected during testing, portfolio assessments, and teacher observation. Additional support is provided according to the data collected using Dibels/Dibels 3D.
- Independent reading time according to their reading level

Bilingual 4-6 years

- Science and Social Studies is taught in English through the use of ESL, scaffolding, repetitions, semantic mapping, diagrams, cooperative learning, etc. Including Special Education classrooms.
- The teacher will maintain Word Walls in Spanish and English with "frequency words" for students’ reference and review, including Special Education classes.
- NYSESLAT test practice lessons, including Special Education classes. The test prep book Getting Ready for the NYSESLAT, ELA and Beyond will be used to get the students ready for this test.
- A Balance Literacy Approach will be used for Language Arts instruction. Through this approach the teacher models skills and strategies to the students that they will practice independently at their own reading levels, later on. The teachers will conference individually and/or small group to check comprehension and plan their future mini-lessons, including Special Education classes. They will use the Reading First Program “Storytown” to teach ELA and “Villa Cuentos” to teach NLA.
- An Accelerated Writing Approach in English/Spanish will be followed in which each student keeps a writer’s notebook. In this notebook they practice writer’s skills and strategies previously modeled by the teacher. This writer’s notebook will also contain “seed ideas” that later on will be expanded and extended to be part of the final pieces students will produce each month that will be part of their literacy portfolios, including Special Education classes.
- Students will also receive differentiated instruction when needed. Grouping will be determined according to data collected during testing, portfolio assessments, and teacher observation.
- Independent reading time according to their reading level

ESL (4-6 years)

- This year, the ESL teacher will be servicing students with a push-in co-teaching model. They will receive 8 periods (45 minutes)

## A. Programming and Scheduling Information

of ESL support. ESL teachers will use ESL strategies and methodologies to deliver academic content area instruction and provide additional support to students, including students with an IEP.

- Teachers will use ESL strategies to deliver academic content area instruction and provide additional support to students, including Special Needs students.
- ESL instruction will be provided by fully certified teachers.
- Students will receive intensive ESL instruction that will integrate listening, speaking, reading and writing activities through a thematic approach that will be correlated to topics and themes discussed in class. (ESL teachers will discuss with the classroom teachers to find out the monthly themes). They will also use Rigby Program and AWARD Reading Program, depending on students' grades, in addition to Storytown.
- SETSS teacher utilizes the StoryTown Intervention kit and the Basic Writing program to increase students' phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension strategies, as well as English Language grammar and usage. They provide support according to their specific needs according to assessment data and the goals set by the I.E.P.
- Students will also receive differentiated instruction when needed. Grouping will be determined according to data collected during testing, portfolio assessments, and teacher observation.
- Independent reading time according to their reading level

6. Our students who are ELL-SWD are provided access to academic content areas and accelerate their English language development. We recognize the needs of our diverse learners and use best practices to meet those needs. Teachers regularly monitor student progress and tailor instruction according to the needs identified. Skills that are not mastered are retaught in small groups and instruction is modified to assure mastery. All ELLs with IEPS receive related services as indicated on their IEP. Monolingual students in Self-Contained Classes receive ESL push-in support according to the mandates of their IEP and CR-Part 154. There are three bilingual CTT classes (1<sup>st</sup> grade, 2<sup>nd</sup> grade and 4<sup>th</sup> grade) for students. All ELLs in monolingual classes are grouped in the same class, which overlaps with the monolingual CTT class in many grades (kindergarten, 3<sup>rd</sup> grade, 4<sup>th</sup> grade and 5<sup>th</sup> grade). Through the CTT model, there are two full time licensed teachers in the room, in addition to the ESL push-in teacher, to provide the most support to the students and small group instruction.

7. The school uses curricular, instructional and scheduling flexibility to meet the diverse needs of our ELL-SWDs in the least restrictive environment. ELL students with IEPS receive instruction according to their targeted needs. All ELLs with IEPS receive related services as indicated on their IEP. Monolingual students in Self-Contained Classes receive ESL push-in support according to the mandates of their IEP and CR-Part 154. There are three bilingual CTT classes (1<sup>st</sup> grade, 2<sup>nd</sup> grade and 4<sup>th</sup> grade) for students. All ELLs in monolingual classes are grouped in the same class, which overlaps with the monolingual CTT class in many grades (kindergarten, 3<sup>rd</sup> grade, 4<sup>th</sup> grade and 5<sup>th</sup> grade). Through the CTT model, there are two full time licensed teachers in the room, in addition to the ESL push-in teacher, to provide the most support to the students and small group instruction in the least restrictive environment.

### 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

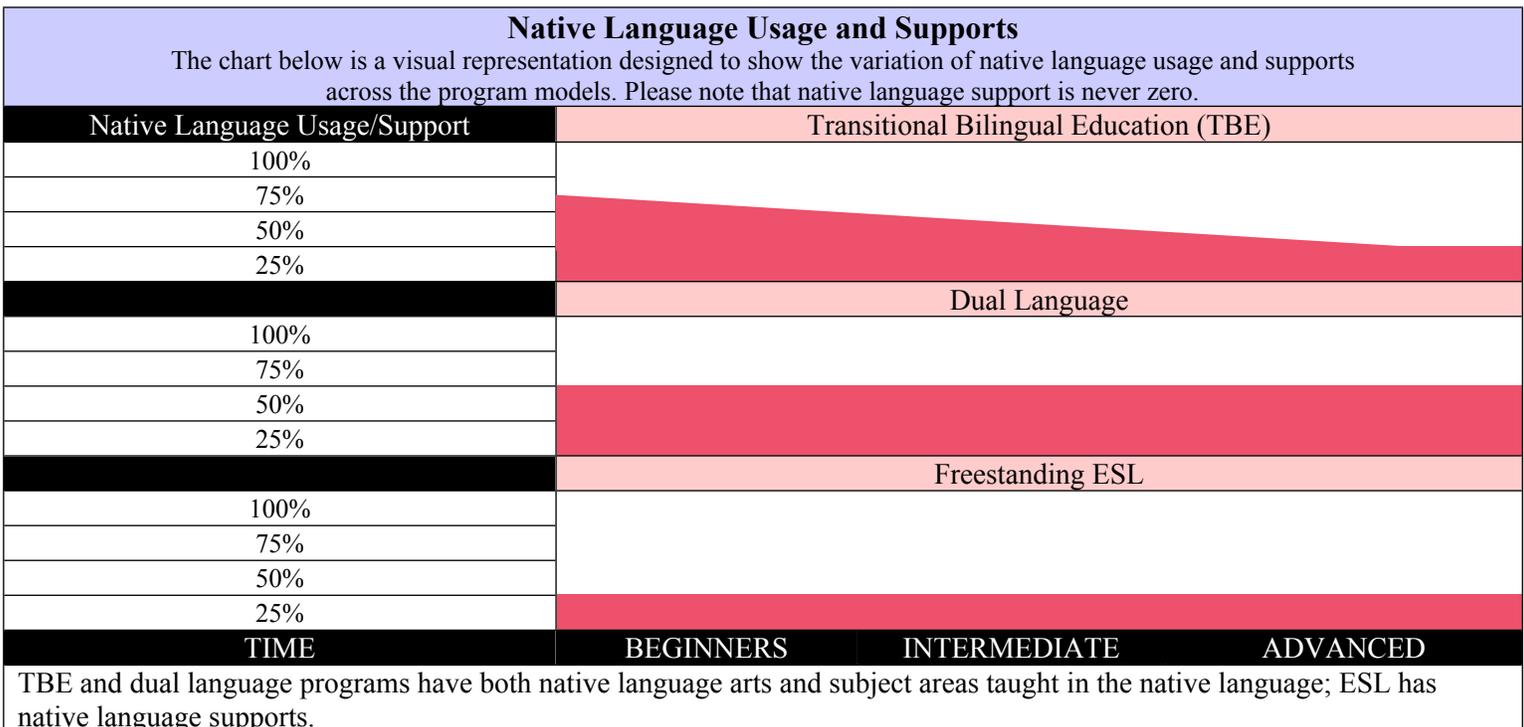
Class/Content Area	Language(s) of Instruction
Native Language Arts	Spanish
Social Studies:	Spanish
Math:	Spanish

Class/Content Area	Language(s) of Instruction

Science:	Spanish


NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day





## 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.) There are many programs in place and plans to move our ELL students. ELLs that are placed in a bilingual transitional program, as requested by their parents, are receiving 60% of instruction in Spanish and 40% of instruction in English following the Balanced Literacy Program. The classroom environment, which is monitored on a regular basis by administration, is print rich integrating ESL methodologies to meet the needs of our students, including Spanish and English words walls, process charts and visuals. The classroom library is set up with 50% English and 50% Spanish. As each student is ready, their percentage will change to 60% English and 40% Spanish. The ELL students in monolingual classes receive extra English support from one of our two ESL instructors. Our school uses a co-teaching push in model with the classroom teacher to service this population of students. Each classroom teacher reviews student data and work and sets a goal for future performance of the students, including the English Language Learners in the classroom. Teachers set short and long term goals for students and identifies Tier One interventions to support the student in reaching that goal. Teachers differentiate instruction during different periods of the school day to provide instruction according to the needs of students.

9.) When English Language Learners are identified as Proficient on the NYSESLAT, they continue to receive support services for two years during their transitional period as Former ELLs. When bilingual students pass the NYSESLAT, they are mainstreamed into monolingual classes. All English Language Learners are grouped in the same monolingual class, so this is the class that F-ELLs are also placed in. The monolingual and ESL push-in teacher provide strategies to the whole class that benefit the F-ELL. During all New York City and New York State assessments, our former ELLs are also provided with all testing modifications (extended time, separate location, listening selection read three times, use of both English and native language translation) of current ELL students.

10.) We will be continuing and expanding the programs we currently offer to our ELL students. We just added a "tutoring program" for targeted students (grades 3-5) in the areas of mathematics and ELA. Many of the targeted students are ELLs. This program offers extra support after school to enable students to master standards they struggle with.

11.) We are not discontinuing any of the programs we currently offer to our ELL population.

12.) All English Language Learners are entitled and afforded the same programs as all other students. English Language Learners are included as part of our Saturday and after school test prep and tutoring programs. They are also invited to participate in all extra-curricular activities, including our baseball and basketball teams, as well as guitar and band instruction. ELLs also participate as part of our community based organizations, including Aspira (which offers homework help, karate, dance and theatre) and America Scores (which includes poetry and soccer). To further support our newcomers, we have created a Newcomer Institute, which provides ESL support to our newcomers who have been in the country less than three years and are required to take the New York State ELA and Math assessments in the spring.

13. Different instructional materials, including technology, are used to meet the learning needs of our English Language Learners. Each classroom is equipped with at least two desktop computers with access to computer software and internet resources to support student learning. There are also laptops available on each floor for students to use. LCD and overhead projectors are in all classrooms to provide large screen visual representations of what students are learning. SmartBoards were purchased for each classroom to provide access to interactive technology to our students. Other instructional materials, including manipulatives, charts and centers are used to support

students. Newcomers receive Tier I interventions in ESL with a new program we purchased from Oxford University Press called Let's Go.

14. Native language support is provided to English Language Learners. In bilingual classes, different subject areas are taught in Spanish so students are able to understand content area in their native language. In monolingual classes, different ESL methodologies, including visuals, and native language resources are used to help students transfer information from their native language to English. Instructional materials in native language, including books and other resources, also support the students.

15.) Required services and resources correspond to the needs of our English Language Learners. The grades, age levels and status of an ELL (newcomer, long term) determines the services and resources provided. Teachers are constantly assessing student mastery of particular skills. Teachers use this data to group students and drive instruction. The targeted needs of students are identified and retaught in small or large groups for mastery. If there are foundation skills that students lack, the skills are taught to provide the necessary scaffolding for grade level tasks.

16.) To support the newly enrolled ELL students in our school, specific interventions are provided. This population of students is provided with academic resources for newcomers, including the mandated ESL and native language arts periods and invitations to our Newcomer Academy, which is held after school and provides additional ESL instruction and transition. We also help parents of newcomer students with school supplies the child may need. Newcomers also receive Tier I interventions in ESL with a new program we purchased from Oxford University Press called Let's Go.

17.) There are currently no language electives offered to our elementary school students.

### C. Schools with Dual Language Programs

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

N/A

## **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. Teachers of English Language Learners are provided with regular professional development to meet the needs of their students. The literacy and math coach provide support to all teachers through demo lessons, observations, sharing instructional resources and methodologies, common planning and regular feedback. Each week, grade level teams meet for a two period planning block to discuss student needs and collaborate on weekly lessons. The ESL teachers attend the meetings each week and regularly share best practices for English Language Learners with the teachers while planning for the week's lessons. Support is also provided through ESL consultants and support staff from our PSO, Fordham University. All new teachers receive a mentor who provides additional support in the teaching of our ELL population. Administrators provide regular feedback to teachers from informal and formal observations, classroom environment checklists and portfolio reviews. The implementation of ESL methodologies is a particular focus during these reviews for the teachers of our ELL students. ESL methodologies are also reviewed during Chancellor's Day Professional Development and Monthly Staff Conferences. At these sessions, our assistant principal, paraprofessionals, psychologist, OT/PT and speech therapists are present and participate.

2. To support our English Language Learners as they transition from elementary to middle school, we provide resource to our fifth grade students. All students are encouraged to attend the Middle School Fairs sponsored by the Department of Education to learn about the different middle schools available and the programs provided. A staff member who is familiar with the students and their needs review the middle school choices with our ELLs and answer any questions to help the students and families choose the best placement.

3. As per Jose P., all staff (including those of non-ELL students) are provided the 7.5 hours of mandated ELL training. This training is provided through professional development sessions on Chancellor's Days and other workshops held by trained staff. Each session has agenda and sign-in sheets for all staff members who are present. These records are kept on file in the "Professional Development" and "English Language Learners" Binder kept by the Assistant Principal.

## **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?

1. All parents are encouraged to be involved in the P.S. 325 school community. The parents of ELLs are invited to participate in all schoolwide activities and join the Parents Association. The Parents Association holds monthly meetings with parents, our Parent Coordinator and PSO consultants. The meetings share resources for parents on relevant concerns (health, homework help, ways to support your child in preparing for NYS assessments and other topics as requested) and are translated to support the parents attending.

2. The school partners with other agencies and Community Based Organizations to provide workshops and resources for the parents. Fordham University and ASPIRA regularly provide resources to support our parents. Each spring, there is a health fair sponsored by ASPIRA. Fordham University offers workshops to support parents on different topics.

3. The parents of P.S. 325 are actively involved in the Parents Association and regularly express concerns with the leadership team of the PA, member of the School Leadership Team, Parent Coordinator or Principal. The different support staff is able to evaluate the needs of parents and provide resources as requested. For example, in the past, parents expressed interest in an ESL/Computer Training program on Saturdays and the school was able to provide one for the parents using Title III funds.

4. The parental involvement activities address the needs of our parents by providing resources for them to help their children succeed both in the classroom and at home. Based on the feedback from parents, parent programs are implemented.

# 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)	14	14	12	8	5	5								58
Intermediate(I)	4	13	12	5	5	8								47
Advanced (A)	0	4	14	7	15	12								52
Total	18	31	38	20	25	25	0	0	0	0	0	0	0	157

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		3	0	0	0	1							
	I		4	3	1	2	2							
	A		13	23	11	12	8							
	P		7	10	4	9	10							
READING/ WRITING	B		9	10	4	3	2							
	I		13	11	5	5	8							
	A		3	14	7	15	10							
	P		2	1	0	0	0							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	0	0	0	1
4	13	13	0	0	26
5	10	8	1	0	19
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	0	0	1	0	0	0	0	0	1
4	1	6	8	6	4	5	0	0	30
5	0	2	3	9	4	3	0	0	21

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	4	6	8	2	3			24
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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	2	7	17	2				
Chinese Reading Test								

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

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

1.) To assess the early literacy skills of our students, P.S. 325 uses DIBELS and DIBELS 3D. DIBELS is a one-minute administration that assesses different early literacy skills of our students, including initial sound fluency, letter name fluency, phoneme segmentation, nonsense word fluency and oral reading fluency. The DIBELS groups students into three different distinct areas: Benchmark, Strategic and Intensive. The DIBELS 3D is a tool used to identify students reading comprehension skills and Fountas/Pinnell Reading Level. Both assessment teachers are able to help teachers locate, monitor and intervene with students who are determined to be at risk. DIBELS is a tool used for planning instruction. The results of DIBELS are used to sort children into groups for instruction tailored to their needs. Each child's results are analyzed to project outcomes on subsequent Benchmark Assessments. Teachers plan intervention instruction to move students toward projected outcomes. On-going progress monitoring determines regrouping and small group instruction objectives.

2.) When reviewing the data patterns across proficiency levels and grades, we have determined that our students are gaining English proficiency as they move across the grades. In kindergarten and first grade, there is a higher number of students who are identified as Beginner than in the upper grades. The students who are identified as Beginner in grades 3-5 are those who are newcomers who have been in the country for less than two years. In the lower grades, there is a small number of students who are identified as Advanced, but that number grows rapidly in the upper grades. Many of our students pass the NYSESLAT and are identified as proficient during third/fourth grade.

3.) In reviewing the data patterns across proficiency levels and modalities for the NYSESLAT, we have noticed that many of our ELLs are performing at lower levels in the reading and writing component of the NYSESLAT Test, in comparison with the listening and speaking parts. That is why we have trained our teachers to incorporate graphic organizers, vocabulary development and prewriting activities that assist our ELL's to get ready for the writing tasks. We have also incorporated balance literacy to teach English as a Second Language. In this way students practice reading and writing strategies at their own reading level, avoiding the anxiety of dealing with a difficult vocabulary that is over their English Language capacities. Teachers have identified the stage of language acquisition of each student in their classes, so they can differentiate instruction by assigning different kinds of activities according to the student's level. This has been an on going process and slowly the gap between listening and speaking versus reading and writing is slowly closing.

4.) In reviewing our data, we looked at the performance and progress of our English Language Learners, in comparison to our Non-ELL students.

Performance on the New York State ELA Assessment, Spring 2011:

#### ELL Student Performance

Level One: 18%  
Level Two: 22%  
Level Three: 2%  
Level Four: 0%

#### Non-ELL Student Performance

Level One: 9%  
Level Two: 27%  
Level Three: 21%  
Level Four: 1%

In reviewing the data, it is clear that our students who are identified as English Language Learners did not perform as well as our students who are former or non-ELLs on the New York State English Language Arts Assessment.

#### Students in Monolingual Classes with ESL Support:

Level One: 6 students  
Level Two: 12 students  
Level Three: 1 student  
Level Four: 0 students

#### Students in Bilingual Classes:

Level One: 16 students  
Level Two: 9 students  
Level Three: 0 students  
Level Four: 0 students

#### Performance on the NYS Math Assessment, Spring 2011

##### ELL Student Performance

Level One: 4%  
Level Two: 22%  
Level Three: 15%  
Level Four: 0%

##### Non-ELL Student Performance

Level One: 4%  
Level Two: 21%  
Level Three: 26%  
Level Four: 8%

In reviewing the data, we found that the performance of our English Language Learners in mathematics is closer to the performance of our former or non-ELLs as the assessment is available in the student's native language. When looking at individual student scores, most of the English Language Learners who received a Level One either are students with disabilities or newcomers who have been in the country for

less than two years and may have been exempt from the NYS ELA assessment.

Students in Monolingual with ESL Support:

Level One: 1 student

Level Two: 10 students

Level Three: 8 students

Level Four: 0 students

Students in Bilingual Classes:

Level One: 8 students

Level Two: 16 students

Level Three: 8 students

Level Four: 0 students

Based on this information, we have identified that students perform better on assessments given in their native language rather than the assessments administered in English.

The English Language Learners in grades 3-5 are administered the New York City Periodic Assessments throughout the school year. The ITAS are administered twice per year (in November and March) and are aligned to current instruction. For English Language Arts, we have opted to assess students reading comprehension on non fiction texts, while the math assessment covers NYS standards recently covered. The NYC Predictive will be administered in January and is designed to “predict” student performance on the state assessment administered later in the spring.

English Language Learners are provided the assessments in both their native language and English to use as a resource. For our student who is Albanian, the test will be orally translated for him as an accommodation.

After the administration, school leaders and teachers analyze the data to determine trends and areas of need for different groups of students, including English Language Learners. Teachers provide differentiated instruction, according to the different reports available in ACUITY and ARIS to close the gap.

There are many different programs that are taking place within the school in order to assist in continuing to improve test scores for English Language Learners:

- Tutoring--targeted students, including ELLs (After School)
  - Students are receiving additional ESL instruction in various ways. English Language Learners in monolingual classes are receiving services by ESL teachers through push-in/pull-out model.
  - Classroom learning tools, such as word walls and process charts, are visible for the students in both English and Spanish (bilingual classrooms).
  - Test practice lessons have been instituted in order to prepare students for taking the NYSESLAT.
  - SETSS and intervention teachers are utilizing the StoryTown Intervention Kit and the Basic Writing program to increase the phonemic awareness, phonics, vocabulary development, reading fluency and reading comprehension strategies with students.
  - In order to prepare students for the ELA state test and the NYSESLAT bilingual and ESL students will participate in the Saturday Academy.
  - Teachers are continuously participating in professional development programs, this includes professional development sessions related to assessment, differentiated instruction and other needs of these students.
- Portfolio tasks in all subject areas (English and Spanish) for all students, including ELLs and students with IEPs.
- Skills Based/Standards Based Instruction—specific quizzes that are monitored on a weekly basis to determine students mastery of standards other needs of these students.
  - Extended Day—Research Based Projects in small groups
  - Newcomers Institute--Mondays and Friday (After School)

5.) N/A

6.) We evaluate the success of our programs for ELLs throughout the year in many different ways. After each NYC and NYS assessment is administered, the results of all students, including English Language Learners, are analyzed and next steps are identified. School leaders also monitor student and teacher progress through informal and formal observations, classroom environment checklists, portfolio reviews and looking at student work. Based on the student performance, additional support and resources are provided or modified.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

School Name: P.S. 325

School DBN: 06M325

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Gary H. Cruz	Principal		11/4/11
Arelis Javier	Assistant Principal		11/4/11
Angela Rijo	Parent Coordinator		11/4/11
Burcu Alp	ESL Teacher		11/4/11
Maribel Campos	Parent		11/4/11
Ady Cruz	Teacher/Subject Area		11/4/11
	Teacher/Subject Area		1/1/01
Marcia Hendricks	Coach		11/4/11
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Rebecca Kristol	Other <u>Related Services</u>		11/4/11

**School Name:** P.S. 325

**School DBN:** 06M325

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Kelly MacDonald	Other <u>Data Specialist</u>		11/4/11
	Other		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN: 06M325**

**School Name: P.S. 325**

**Cluster: 551**

**Network: Fordham University**

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

**Part A: Needs Assessment Findings**

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

The first process in collecting data about our families occurs during registration. When a parent is registering their child and they speak a foreign language an ESL teacher is called in to proceed with the registration and the interview process. The home language survey is explained and completed as well as the interview process. When a native language is not English or Spanish, the parent receives all the documents in the native language that they need (Home Language Identification Survey, Program Choice Form, and Parent Survey). Once the needs of the parents are recorded in the home language survey and through the interview process the Parent Coordinator monitors that these parents translation and interpretation needs are being met. For conferences, if an in house translator is not available, we will hire one through the DOE.

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.

According to our home language surveys and preferences identified by our parents, we determined the following translation needs of our school:

- Spanish: 98%
- Albanian: 0.5%
- Chinese: 1.5%

## Part B: Strategies and Activities

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

We provide written translation that is usually provided by school staff. Whenever official DOE documents are released the needed languages are downloaded from the website and given to the parents according to their need. In addition, we have many fluent Spanish speaking staff in our school. When translation is needed in a language other than Spanish we hire translators.

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.

Our school provides in-house interpretation when the language needed is available. When needed we work with an outside contractor for oral interpretation services. This year, we have one student in third grade who is an English Language Learner and will need to take the New York State Mathematics assessment in a language that is not available already translated. To meet the needs of this student, we will hire an outside contractor who will orally translate the assessment to this student.

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>.

Official documents, such as parent's bill of rights, are downloaded from the NYCDOE webpage in the appropriate language and distributed to our families. All other documents that go to the homes, including resources for the parents and flyers, are also translated in the appropriate language and distributed as well.



## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

#### Part A: School Information

Name of School: PS 325

DBN: 06M325

This school is (check one):  conceptually consolidated (skip part E below)  
 NOT conceptually consolidated (must complete part E below)

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

The direct instruction component of the program will consist of (check all that apply):

Before school       After school       Saturday academy       Other:

Total # of ELLs to be served: 90

Grades to be served by this program (check all that apply):

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

Total # of teachers in this program: 12

# of certified ESL/Bilingual teachers: 5

# of content area teachers: 7

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

P.S. 325 has been offering an "After School" program for ELLs in monolingual classes and bilingual students since October 2012, Tuesdays, Wednesdays and Thursdays from 3:15-4:45. The objective of this program is to offer both academic and extracurricular activities for students in English.

The program provides extra support to students in mastering grade appropriate standards and skills according to curriculum mandates, reinforce literacy and math skills, explore project based learning, supplemented with theatre, art, dance, martial arts and sports. This program is being offered to ELLs in kindergarten through fifth grade.

The students are divided into small groups to receive academic and extracurricular instruction from teachers for two 45-minute periods. Students are grouped by grade level, with at least one group per grade (kindergarten, first grade, second grade, third grade, fourth grade, fifth grade, second/third grade bilingual, fourth/fifth grade bilingual).

Throughout the first academic period, students are reading nonfiction texts or chapter books and using Reading Assistant, a computer program geared to assist English Language Learners. During the second period, ELL students are participating in extracurricular activities, including martial arts, theatre (through dancing and reading scripts to perform) and the creation of a school newspaper (interviewing subjects and writing articles to be published).

This initiative will service approximately 90 ELLs. Five licensed bilingual teachers will provide services with 7 more teachers that service ELLs in monolingual classes. Only bilingual teachers will be paid with Title III funds.

The program will begin October 2012 and continue through April 2012 for a duration of six months.

### Part C: Professional Development

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

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

**Part C: Professional Development**

Begin description here:

A consultant from Teachers and Writers Collaborative Program will be contracted to provide Professional Development on literacy and writing strategies to teachers of ELL students. The teachers who will receive training are: J. DeMaria, J. Espinal, N. Batista (bilingual) and A. Reininga. An additional session, held for six hours, will be provided to support teachers in strategies for the effective implementation of writing units. These professional development sessions will take place on December 5-6, 2012.

**Part D: Parental Engagement Activities**

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

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

Begin description here:

We plan to provide an ESL program for our parents. Parents who wish to advance their own learning in English in order to help their children at home will benefit from this program. It is our hope that as parents learn English, this will enable them to participate even more in the education of their children. For this program, we will be using the Side By Side ESL books. We plan to start this program in December 2012. The program will run for approximately 10 weeks, two and a half hours per week. One of our licensed ESL or bilingual teachers will teach this course. Parents will be notified via flyers, during Parent Association meetings, Global messages and through our Parent Coordinator. Our Parent Coordinator will be responsible for recruiting parents and set up the class for the instructor.

**Part E: Budget**

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

Allocation Amount: \$

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

**Part E: Budget**

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

Allocation Amount: \$

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