



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**SCHOOL NAME:** PS 25

**DBN:** 07X025

**PRINCIPAL:** CARMEN V. TOLEDO

**EMAIL:** CTOLEDO@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** YOLANDA TORRES



## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature
Carmen V. Toledo	*Principal or Designee	
Myrna Connolly	*UFT Chapter Leader or Designee	
Sandra Vaca	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Virginia Olavarria	Member/ Parent	
Edna Velez	Member/ Parent	
Jessica Nieves	Member/ Parent	
Felix Perez	Member/ Parent	
Julia Harrison	Member/Teacher	
Cecilia Lopez	Member/Teacher	
Sonia Feliciano	Member/Teacher	

\*\* 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 deepen teachers' understanding of what high-quality instruction 'looks like' by implementing the teacher effectiveness program from Charlotte Danielson's Framework for Teaching.***

### **Comprehensive needs assessment**

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

In order to implement the CCLS in all subject areas, teachers must engage in self-reflection and engage in discussion with administrators and pedagogical staff in order to enhance and improve their performance. PS 25 progress report 38% of our student in grades 3-5 meet NYS standards. While our data shows gradual progress the data still demonstrates the need to provide a variety of strategies to address the skills needed in every child. Therefore, by participating in the professional development teachers will not only reflect on their performance but, more importantly analyze and improve the impact of their individual student performances.

### **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,

**The professional development's main focus is in assessing student's varied abilities and developing target goals for every individual student.**

- b) key personnel and other resources used to implement these strategies/activities,

**In collaboration with the Teacher Effectiveness Program coaching support, Aussie consultant and our CFN specialist, we created an action plan to meet targeted percentage of progress and timeline.**

- b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

**As a school community, we take the opportunity during our monthly faculty conferences, grade planning periods and Thursdays Professional Learning Communities to examine our data, develop a needs assessment and explore possible strategies and activities to meet the needs of each school-wide goal.**

- c) timeline for implementation.

We began the training and unwrapping the purpose, rationale and goals for the program with target teachers in July 2012. The remaining school community began their engagement Sept. 2012 and is expected to show mid progress January 2013 and final analysis July 2013 based on teacher performance practices reflections, student progress and state exam results.

**Strategies to increase parental involvement**

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

**Parent workshops provided in the focus of CCLS**

**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.

  X   Tax Levy      X   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).

**Appropriate funds will be allocated for the use of Aussie consultant, teacher coverages and parent workshops.**

## **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.

***ELA: Further support the city wide instructional initiative on the CC speaking and listening Standards, a school wide Accountable Talk Read Aloud program will be implemented with a focus on Listening Standard 1 and Language Standard 6***

***Explicit, systematic, sequenced instruction for increasing students' vocabulary depth and productive skills through Interactive Read Alouds.***

### **Comprehensive needs assessment**

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

**Based on the 2012 ELA state exam results and our in-house Fountas & Pinnell reading comprehension assessments indicates the need to deepen language and vocabulary skills in all students, specifically to Ell's. Students also show deficiency in speaking engaging in discussion as observed by teachers, administrators, and support specialist.**

### **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,  
**In order to meet the speaking and listening standards for all students. All teachers will engage students by modeling "Accountable Talk" quality discussion and higher order thinking question. The modeling and engagement will lead to students' ability to engage in similar practices that enhance vocabulary, oral language development which leads to higher reading comprehension skills.**

- b) key personnel and other resources used to implement these strategies/activities,

**Administrators, consultant and CFN support specialist support the teaching practices to demonstrate these skills in each learning objective. Opportunities are offered for teachers to engage in planning, analyzing and discussion with colleague on a weekly basis. Performance tasks are developed and implemented to demonstrate each child's ability and needs to further enhance their reading skills. Students are expected to maintain reading and vocabulary logs to be used for discussion and conference with their peers and teachers.**

- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

**Teachers meet weekly to plan and engage in units of study, projects and analyzing student work. Teachers are engaged in action research as well as inquiry team during the Professional Learning Community (PLC)**

- d) timeline for implementation. **Sept. 2012-June 2013, during this time, students' progress are analyzed every 6-8 weeks. Parents are given a progress report that demonstrates this area.**

**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 participate in a monthly “First Friday~Second Cup of Coffee”. During this monthly event parts are offered strategies, material and resources to use with their children. Parents have the opportunity to engage in a read aloud during the literacy workshop. Additional workshops and celebrations are provided for parents to engage in this type of learning.**

**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).

**Funds are allocated to provide direct instruction to students, provide materials and resources for teachers and parents.**

### 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.

***MATH: All students will be able to solve multi-step problems using mathematical language, clearly explain their thinking in writing, and successfully connect mathematical ideas as expected in Common Core Learning Standards (CCLS).***

#### **Comprehensive needs assessment**

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

**As a result of the 2012 Math state exam and informal assessments conducted throughout the 2011-2012 school year, we found that students face a challenge in solving multi-steps problems. Aligned with the ELA language and vocabulary goal, students need improvement on explaining their thinking thru writing and discussions in order to meet NYS CCLS.**

#### **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,

**Student work over time will demonstrate that students successfully revise their work, use content-appropriate language, use a variety of strategies to solve problems, explain their thinking both orally and in writing (portfolios for common tasks)**

**Report to the community through newsletters and Parent Teacher conferences**

**Evidence from the common rubric as the tool of measurement will show a minimum of 75% of students advanced at least one level from fall to spring. NYC School Survey results will reflect that at least 80% of students agree that their teachers asked them to “solve multi-step problems using mathematical language, clearly explain their thinking in writing, and successfully connect mathematical ideas as expected in Common Core Learning Standards (CCLS).” 5 times or more**

**Sample student mathematical problems showing growth from fall to spring and representing a range of performance levels across the common rubric.**

- b) key personnel and other resources used to implement these strategies/activities,

**The teachers, math academic intervention specialist, Aussie consultant, administrator, CFN support specialist work collaboratively in teams in order to plan, reflect, implement and analyze student work and progress. Time and support are allocated to meet the needs of the groups.**

- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities, **Teachers are involved in the planning, preparation and goal setting of this process. As they meet weekly, than can reflect and make the necessary implications to meet the needs of all students.**

d) timeline for implementation.

**Sept. 2012-June 2013, during this time, students' progress are analyzed every 6-8 weeks. Parents are given a progress report that demonstrates this area.**

**Strategies to increase parental involvement**

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

**Parent workshops are provided in the content area of mathematics and statistics in order to support their student learning.**

**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).

**Funds are allocated to provide direct instruction to students, provide materials and resources for teachers and parents.**

### 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.

***Through technical systems, teacher support and assistance a school vision for technology will be developed to integrate Writing Standard 6-Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.***

#### **Comprehensive needs assessment**

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

**As a result from the NYS ELA assessment, writing is a key element in which students demonstrate challenges stemming from comprehension and vocabulary development. Therefore, we strongly believe in increasing the writing techniques, structures, style and quality by integrating technology as a resource and tool to expand their writing skills.**

#### **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.
- ***Provide a Curriculum Integration Technologist to design presentation, conduct onsite workshops, and demonstrate lessons to students and staff concurrently***
- ***Have a website that serves not only the staff and students but also the entire learning community and that is updated periodically***
- **Create E-mail accounts for all students in grades 3-5**
- **Provide monthly technology opportunities for Teachers to maintain skills**
- **Upgrade technology throughout the school**
- **The majority of the technology budget funds will be used to purchase smart boards, ipads, and replace all teacher desktops**
- **Use technology to efficiently communicate within our school, between school and home, and between school and community**
- **Bridge the gap between technical capabilities of staff**
- **Begin to implement paperless classrooms with electronic management of assignments, data collection, grade books, and calendars**
- **Produce students that can improve their education by maintaining web sites, using e-mail, appropriately searching the internet, and creating dazzling presentations.**

**Its implementation period begins Sept. 2012 –June 2013, while monitoring process and analysis occurs throughout the year.**

**Strategies to increase parental involvement**

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

Parent workshops are provided throughout the year via.

First Friday Second Cup of Coffee

Monthly PA meetings

Title I PAC workshops

Saturday Academy

**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).

**Funds are allocated to accordingly to provide parent workshops, consultants, resources and materials.**

**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	<ul style="list-style-type: none"> <li>• Foundations (grades 1 -2)</li> <li>• RTI grades 1-2</li> <li>• Phonemic Awareness (K-3)</li> <li>• Guided Reading/Conferences (K-5)</li> <li>• ELA “power Hour” (graded 3-5) during school day/after-school</li> <li>• DEAR Time (grades 2-5) School day</li> </ul>	All programs and strategies are held in small groups or one to one depending on the varied needs. The supports target all subgroups and grades.	<ul style="list-style-type: none"> <li>• ASPIRA (K-5) after-school Program</li> <li>• Saturday ELA/Math Academy (grades 3-5) After-school Program</li> </ul>
Mathematics	<p>Guided math/Conferences (K-5) during school day/ after-school</p> <p>Math Clinic (graded 3-5) during school day/after-school</p> <p>Navigator (K-5) small group push in support</p>	All programs and strategies are held in small groups or one to one depending on the varied needs. The supports target all subgroups and grades.	<ul style="list-style-type: none"> <li>• ASPIRA (K-5) After-school Program</li> <li>• Saturday ELA/Math Academy (grades 3-5) After-school Program</li> </ul>
Science	<p>Exploration center/ Language development</p> <p>Science content is included in ELA AIS services and extended day focus</p>		

Social Studies	Social Studies content is included in ELA services and extended day focus. Unit of study are interdisciplinary		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p><b>After-school at risk</b> for students identified</p> <p><b>ACS</b> – crisis intervention and follow-up on identified students</p> <p><b>Conflict Resolution</b> during lunch periods</p> <p><b>Student Leadership Council</b> during lunch periods supported by the Student Advisor</p> <p><b>Guidance Lessons</b> for selected grades</p> <p><b>CAPP</b> child abuse prevention program, bully prevention program for selected grades.</p>	School psychologist, social worker, AIS providers work collaboratively with the guidance counselor and social worker. All three professional engage in the RTI team to support targeted students.	During day school Thursdays PLC (extended 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.

We provide mentoring by a highly qualified teacher. Teacher is able to attend professional workshops and courses needed to complete certification. As of 2012, we obtain 99% of HQT providing instruction in our school.

**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**  
**REQUIRED OF ALL SCHOOLS**  
**CAN BE LAST YEARS BUT MUST BE UPDATED**

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

**I. School Responsibilities**

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

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

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

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 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; Learning Leaders
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences; First Friday Second Cup of Coffee, Title I workshops and PA monthly meetings

*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.
- Embrace “Believe and Achieve” motto to encourage myself

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

### B. Language Allocation Policy Team Composition

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

### C. Teacher Qualifications

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

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

### D. School Demographics

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

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

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

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

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

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

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

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

## Part III: ELL Demographics

### A. ELL Programs

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

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

### This school offers (check all that apply):

Transitional bilingual education program	Yes <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): spanish

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

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

### B. ELL Years of Service and Programs

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

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

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

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

### C. Home Language Breakdown and ELL Programs

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

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

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

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

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): 17

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		6	5	4										15
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	0	6	5	4	0	0	0	0	0	0	0	0	0	15

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## A. Programming and Scheduling Information

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

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

## A. Programming and Scheduling Information

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

Program Goals:

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

### Courses Taught in Languages Other than English ⓘ

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

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

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

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

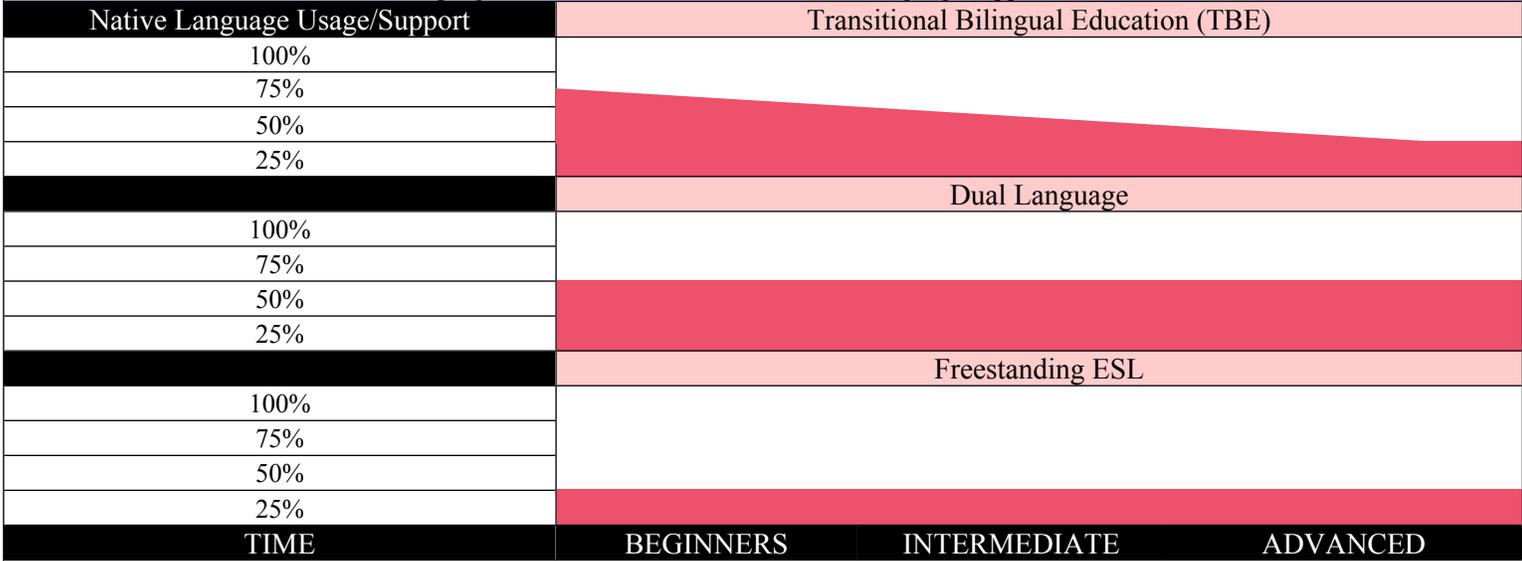
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90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

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

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

**Native Language Usage and Supports**

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



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

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

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

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

### C. Schools with Dual Language Programs

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

#### **D. Professional Development and Support for School Staff**

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

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

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

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

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

## E. Parental Involvement

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

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

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

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total

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

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

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

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

### New York State Regents Exam

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

### Native Language Tests

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

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

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

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

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

Data analysis and breakdown of state exam scores show that students in grades four and five performed well in most of the targeted areas.

in state assessments. Our students are assessed through teacher made assessment based on the monthly units of study. Teachers use theme based learning to support both language experiences. We found that in the NYSESLAT our ELL students still needed support in the areas of reading comprehension and writing and units of study are specifically geared to these needs. Our focus for these students is to create action plans based on student proficiency level and need in order to offer an array of hands on-teacher facilitated experiences that will develop and strengthen not only reading and writing, but oral language as well. Through the use of book clubs, rigorous independent reading as well as read-alouds where teachers engage students in, accountable talk rigorous book discussions using open ended questions based on Blooms Taxonomy higher order critical thinking in both English and Spanish. Assessment data will be used to support and drive instruction that is differentiated into individual student proficiency levels in either language.

### Additional Information

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

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

- Parents have an opportunity to visit typical classroom of grades K-5 during First Friday-Second Cup of Coffee activity. Parents will be able to participate in reading or doing math with their child.
- Parents receive school-wide and grade specific goal and benchmarks which increases elementary school expectations.
- Pre-Kindergarten parents have opportunity to visit kindergarten classrooms and visit other areas of school where children will have access to when in kindergarten on Pre-K/K visitation day.

## Part VI: LAP Assurances

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

School Name: PS 25

School DBN:

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Jackie garcia	Other <u>ESL Coordinator</u>		10/26/11
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

**07x025 Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010**

**Form TIII – A (1)(a)**

**Grade Level(s) K thru 5      Number of Students to be served: LEP 135 Non-LEP**

**Number of Teachers 13      Other Staff (Specify) Assistant Principal  
School Building Instructional Program/Professional Development Overview**

**Title III, Part A LEP Program**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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

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

support as it pertains to the content area being taught. One ESL teacher works in collaboration with classroom teachers to develop a plan of instruction in order to service students and meet their linguistic needs.

### **TITLE III SATURDAY ACADEMY**

P.S.25's Title III Saturday Academy program began January 22 and will end on April 30, 2011. The hours of the program are from 9:00am to 12:00pm. The Saturday Academy is designed to increase the students' second language acquisition as they transition from grade to grade. It is also designed to nourish students' literacy in their second language (English). The program is geared to our ELL's in grades 2<sup>nd</sup> -5<sup>th</sup> (General & Special Education) and meets the linguistic needs of the students because it accommodates the different levels of English language proficiency (beginning, intermediate and advanced). The Title III program is also offered to Ells who have passed the NYSESLAT.

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

Our instruction is data driven instruction based on language development within each modality. We use multiple sources of assessment data to determine the linguistic and academic needs of our students. One of our data sources is the analysis of NYSESLAT scores across the four modalities of reading, writing, listening and speaking. We identified patterns where students perform higher on the listening and speaking parts than they do on the reading and writing sections.

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

**Professional Development Program** – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

---

Staff Development is based on teacher input specific to Ells and Bilingual programs. Data is analyzed and used to identify student individual need. Based on these needs, units of study are created and modified, lesson plans are differentiated, and instruction is targeted to student learning modalities. Small groups are created based on assessment in order to support differentiated instruction. Small group work allows teachers to continuously revise, refine and modify instructional practice based on student individual need.

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

- Modeling
- Bridging
- Contextualization
- Schema building

Professional development is being provided by a licensed certified ESL teacher and Supervisor of ELL's. The targeted teachers for these sessions are the bilingual teachers working in the Saturday program funded through Title III.

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

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

### **Parental Involvement**

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

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

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

The Parent professional development component will include the following areas:

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

**Form TIII – A (1)(b)**

School: 7x025 BEDS Code: 32070001002

Title III LEP Program

School Building Budget Summary

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Supplemental Instruction</b> - Per session	\$13,744.50	275 hours of per session for ESL and Bilingual Ed teachers to support ELL Students: 275 hours x \$49.89 (current teacher per

		session rate with fringe) = \$13,744.50)
<b>Supplies and materials</b> -Saturday Academy	\$5,937.50	Purchase of student materials such as: Folders, notebooks, yellow composition paper, books on tape, student writing handbooks, student vocabulary books and other tools. (Pencils, glue, stencils etc.)
<b>Parent Involvement</b> -Per session for teacher facilitator -Materials for workshops and classes	\$2,178.00	Provide parents with materials and resources held on the “First Friday ~Second cup of coffee” monthly workshops, Saturday Parent Academy providing, technology skills, literacy and ESL strategies that promote student progress.
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>	\$21,860.00	

## 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 or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: The Bilingual School	DBN: 07X025
Cluster Leader: Jose Ruiz	Network Leader: Elmer Myers
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 152 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 10 # of certified ESL/Bilingual teachers: 10 # of content area teachers: 2

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: P.S.25 has approximately 152 English language learners enrolled. The school provides these students with the opportunity to learn in a variety of instructional settings which include; the Bilingual Transitional programs, and English as a Second Language programs. The two dual language classrooms are designed to provide enrichment to students learning a second language. The ten bilingual transitional classes are designed to nourish the students' literacy in their native language (Spanish) while transitioning them into English. (Four of the ten bilingual settings are self-contained special education classrooms.)

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

### TITLE III SATURDAY ACADEMY

P.S.25's Title III Saturday Academy program began January 19 and will end on April 27, 2013. The hours of the program are from 9:00 am to 12:00 pm. The Saturday Academy is designed to increase the students' second language acquisition as they transition from grade to grade. It is also designed to nourish students' literacy in their second language (English). The program is geared to ELL's in grades 2nd -5th (General & Special Education) and meets the linguistic needs of the students because it accommodates the different levels of English language proficiency (beginning, intermediate and advanced). The Title III program is also offered to ELLs who have passed the NYSESLAT. Parents are notified via a letter in English and Spanish inviting their children to attend the Saturday program. The schedule, duration and instructional goals of the program are provided in the parent letter.

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

### Part B: Direct Instruction Supplemental Program Information

Our instruction is data driven instruction based on language development within each modality. We use multiple sources of assessment data to determine the linguistic and academic needs of our students. Our data sources is the analysis of NYSESLAT scores across the four modalities of reading, writing, listening and speaking, as well as the Fountas and Pinnell reading assessment. We identified patterns where students perform higher on the listening and speaking parts than they do on the reading and writing sections.

The Title III program consists of 10 licensed bilingual teachers. The teachers provide the following materials for the students: folders, notebooks, yellow composition paper, books on tape, student writing handbooks, student vocabulary books and miscellaneous writing tools. Non-fiction libraries and Technology program "Education City".

### Part C: Professional Development

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

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

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

### Part C: Professional Development

- Modeling
- Bridging
- Contextualization
- Schema building

Professional development is being provided by a licensed certified ESL teacher, Ell's Coordinator and Aussie Consultant. The targeted teachers for these sessions are the bilingual teachers working in the Saturday program funded through Title III.

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

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

### 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: In addition, you mention translation in the parent section, but you did not mention how you will notify parents (e.g. sending letters, flyers, phone calls, etc.) Please resubmit.

We believe parents play an integral role in a child's learning. Opportunities for regular meetings and learning workshops are provided. To increase parental involvement the following services are offered. Parents are notified through the school calendar and newsletter and flyer is sent out by the Parent Coordinator.

- Monthly "First Friday ~Second Cup of Coffee": Parents are provided with strategies to use while reading with their child in class during independent reading time.

**Part D: Parental Engagement Activities**

- Provide parents with materials and strategies during workshops to support learning at home (Teachers & and Parent Coordinator)
- Provide bilingual personnel available to ease parents concerns and to facilitate communication with parents (translate documents for parents)
- Family night is provided by Parent Coordinator who plans activities such as; literacy Bingo, special presentations provided for free through story telling/puppets, movie night and many other activities.
- Special weekend school functions that involve both community and parents such as a Health Carnival provided by the different agencies in the area.
- Provide opportunities for parents to engage in their own personal learning that promotes motivation

**Part E: Budget**

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

Allocation Amount: \$15492

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

**Part E: Budget**

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

Allocation Amount: \$15492

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<b>TOTAL</b>		