



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: THE EUBIE BLAKE SCHOOL
DBN (i.e. 01M001): 16K025
Principal: ANITA COLEY
Principal Email: ACOLEY2@SCHOOLS.NYC.GOV
Superintendent: EVELYN SANTIAGO
Network Leader: KAREN AMES

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Anita Coley	*Principal or Designee	
Wendy Walker-Wilson	*UFT Chapter Leader or Designee	
Tia Mcalister	*PA/PTA President or Designated Co-President	
Samuel Moise	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	
Shelladene Holder	Member/ Staff	
Eboney Witherspoon	Member/ Staff	
Teresa Wilson	Member/ Parent	
Kalele Powell	Member/ Parent	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed
School Leadership Team Signature Page
Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
▪ Annual Goal
▪ Comprehensive Needs Assessment
▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
▪ Budget & Resource Alignment section (indicating all funding sources)
Academic Intervention Services (AIS)
Title I Plan (Only for schools receiving Title I funding)
Parent Involvement Policy (PIP)

Goal and Action Plan #1

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.
 By June 2014, there will be a 5% increase in the number of grade 3-5 students including ELLs, boys, and students with disabilities achieving proficiency on the NYS ELA exam as measured by the results reported on the ELA exam

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
 The following results from the 2012-2013 NYS ELA exam demonstrate a need for our students show improvement in ELA:
 12.6% of students scored in levels 3 and 4, average student proficiency in ELA was 2.17 and 6.3% of students in a self-contained program met proficiency.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups
 1. 1. Continued Intensive academic intervention will be provided to level one and two students the school day, during extended day time, after school and Saturday Academy

B. Key personnel and other resources used to implement each strategy/activity
 1. 1. All Teachers providing instruction after school and Saturday programs as well as the AIS teachers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
 1. 1. Monthly student progress reports , interim and summative assessments

D. Timeline for implementation and completion including start and end dates
 1. 1. September 2013 – June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
 1. Daily use of Common Core aligned program; ReadyGen and Junior Great books reading program. Pearson” Targeted Reading Intervention program. Cluster teachers will be programmed to push-in for targeted tutoring in reading. A ninety-minute reading block has been programmed to push-in and provide reading intervention in each classroom for students at risk. The SETTTS teacher has been programmed to push-in/pull-out targeted students for math intervention for targeted students during the regular school day. Per session funds have been scheduled for 8 teachers and three Para-professionals for Saturday Academy and after school classes.

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).
 Ongoing parent workshops and planning sessions led by staff members as well as outside agencies. Curriculum Tea will be utilized to engage and empower parents in supporting their children reading. The school will communicate with parents the shifts in math and their alignment to the Common Core ELA exam. Core in ELA will be communicated to parents. The school will inform parents of student’s progress through our monthly progress reports cards. One-on-one parent teachers conferences will. Be held to help explain to parents their children’s performance on the 2013 ELA exam and how they can help support their preparation for the 2014 NYS Common Core exam. During monthly Curriculum Teas teachers will share with parents they can use at home to help promote success in reading.

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	X	Title III	Set Aside	Grants

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2014, there will be a 5% increase in the number of students in grades 3-5 including ELLs, boys and students with disabilities who achieve proficiency in ELA exam as measured by the results reported on the NYS ELA exam.

Comprehensive Needs Assessment

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

The following results from the NYS math exam demonstrate a need for all of our students to show improvement in their performance in math: 11.8% of all tested students performed in levels 3 and 4, 11.1% of students receiving SETTS services obtained proficiency in math and 60% of our Black and Hispanic males are in the lowest third in the City.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Intensive academic intervention in math will be provided for students. Ongoing professional development for teachers on the implementation of Common Core standards in math and use of proven math strategies, tiered intervention and differentiated teaching and assessments. Teachers will track and monitor students' progress in math and develop individual action plans for improvement.

B. Key personnel and other resources used to implement each strategy/activity

1. AIS teachers, SETTS teacher, Cluster teachers, classroom teachers and administration

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Baseline, interim and summative assessments from the GoMath Common Core aligned curriculum, School's Mock Exams and individual student's Math Tracking sheet

D. Timeline for implementation and completion including start and end dates

1. September 2013 – June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. A ninety-minute math block has been scheduled. Cluster teachers and the SETTS teacher have been programmed to push-in and support math intervention in each classroom. The SETTS teacher has been programmed to push-in/pull-out targeted students for math intervention during the regular day. Per session for 8 teachers and three para 4 professionals for Saturday Academy and after school classes.

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).

Ongoing parent workshops and planning sessions led by staff members as well as outside agencies. Curriculum Tea will be utilized to engage and empower parents in supporting their children math skills. The school will communicate with parents the shifts in math and their alignment to the Common Core math exam.. The school will inform parents of student's progress through our monthly progress reports cards. One-on-one parent teachers conferences will be held to help explain to parents their children's performance on the 2013 math exam and how they can help support their preparation for the 2014 NYS Common Core math exam. During monthly Curriculum Teas teachers will share with strategies parents can use at home to help promote success in math.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	Title IIA	x	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2014, all teachers will have a normed understanding of Component 3 of the Charlotte Danielson's Framework for Teaching with a focus on questioning and discussion techniques.

Comprehensive Needs Assessment

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

The goal is driven by data collected from students' performance, the NYC Citywide Instructional Expectations, Common Core Learning Standards, feedback from our Superintendent's walkthrough and from ongoing observations by the administrative team.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. On-going formal and informal observations, ongoing professional development for teachers and Educational Assistance

B. Key personnel and other resources used to implement each strategy/activity

1. All pedagogical some non-pedagogical staff (ie Guidance Counselor, Social Worker and School Psychologist) including Educational Assistants.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. The administrative staff will track and monitor progress of this goal through on-going formal and informal observations with immediate feedback to staff.

D. Timeline for implementation and completion including start and end dates

1. September 2013 – June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. On-going professional development facilitated by the administrative team, consultants and Network specialists and teacher leaders. The administrative team will create a common observation schedule for classroom visits and feedback to teachers

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Ongoing parent workshops and planning sessions led by staff members as well as outside agencies. Curriculum Tea will be utilized to engage and empower parents in supporting their children math skills. The school will communicate with parents the Common Core shifts in math and ELA and their alignment to the Common Core exam. The school will inform parents of student's progress through our monthly progress reports cards. One-on-one parent teachers conferences will be held to help explain to parents their children's performance on the 2013 ELA and math exam and how they can help support their preparation for the 2014 NYS Common Core exams. During monthly Curriculum Teas teachers will share with parents they can use at home to help promote success in reading and math.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	x	Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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.

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

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).

Budget and Resource Alignment
 Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

Goal and Action Plan #5

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

Annual Goal #5
 Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

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

Instructional Strategies/Activities
 Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups
1.
B. Key personnel and other resources used to implement each strategy/activity
1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

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).

Budget and Resource Alignment
 Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	ELA AIS is provided by the SETTS teacher, cluster teachers and classroom teachers. Guided reading, reciprocal reading, questioning techniques, closed reading, targeted skills review, are used. The Targeted Reading Intervention program is also used to provide focused AIS in ELA.	Push-in/pull-out small group, one-on-one and tutoring.	during the regular day, extended day time, after school and Saturday Academy.
Mathematics	GoMath Tier 1 and 2 intervention is provided by classroom teachers, cluster teachers, and the SETTS teacher. The Targeted Mathematic Intervention program is also used. manipulatives, hands on projects, re-teaching, multiple strategies	Push-in/pull-out small group, one-on-one	AIS is provided during the regular day, extended day time, after school and Saturday Academy..
Science	Science AIS is provided close reading, collaborative projects, hands-on activities and a research based science fair project.	Push-in/pull-out small group, one-on-one and tutoring	AIS is provided during the regular day, extended day time, after school and Saturday Academy
Social Studies	Social Studies AIS is provided both in push-in and pull-out services during the day and extended day. Classroom teachers provide Tier 1 interventions. Tier 2 interventions take place both in the classroom (push in, small group) and pull out (small group and individual as the situation warrants.) Materials are supplied by the classroom and AIS teachers in accordance with student needs.	Push-in/pull-out small group, one-on-one and tutoring	AIS is provided during the regular day, extended day time, after school and Saturday Academy
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	The Guidance Counselor, social workers and School Psychologist provide individual, The school also partners with several outside agencies such as Children of Promise and Kings County Hospital to provide at-risk counseling for students and families.x	Push-in/pull-out small group, one-on-one	AIS is provided during the regular day, extended day time and after school

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
New teachers are hired as per NYC DOE guidelines with consideration for restrictions on specific license areas as well as the excess candidacy pool. All candidates participate in a thorough interview process conducted by a panel of staff from PS 25. Both writing and lesson plan samples are considered along with a two tiered interview process which culminates with authentic performance review of an actual lesson plan(s) delivery.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
On-going Professional Development are offered to teachers by administration and our Network Specialists On/off-site support is offered by partnership consultants including National Urban Alliance, Legal Lives, Competent Kids Caring Classrooms and The Junior Great Books Foundation. An initial and a summative planning conference is held with new teachers for needs assessment and planning for success. Mentor and buddy teachers are assigned to new teachers. Grade teams have scheduled common and Cross-grade planning and inquiry work time to facilitate the growth and development of new teachers. An action plan to support professional growth is implemented for new teachers. Title 1 5% funding is allocated to ensure that staff not fully certified can be supported in becoming highly qualified.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
The school provides target academic intervention for students at risk of not meeting grade level expectations, after school, Saturday Academy, guidance support services, attendance initiative, STH funds have been set aside. Education trips, school supplies items and social and emotional support for STH

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
Parent workshops and monthly newsletters are sent home to parents. Our Pre-K Social Worker works closely with parents to inform them of the prerequisite skills need for success in Kindergarten. Pre-K students do a tour of their prospective Kindergarten class in the June.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
The Early Screening Inventory benchmark assessment is administered by Pre-K teachers in the Fall. Subsequent to this, teachers observe students, collect data and create ongoing assessments which they use to drive their instruction.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

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

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

Principal Anita Coley	Assistant Principal Dr. Esther Willson
Coach Yohan Lim	Coach
ESL Teacher Doreen Headley	Guidance Counselor Angela Sierra
Teacher/Subject Area Maimoonah Forde/SE	Parent Wanda Pinnick
Teacher/Subject Area Sharon Green/Prek	Parent Coordinator S'Ken Evans
Related Service Provider Ms. Walker-Wilson	Other
Network Leader(Only if working with the LAP team) type here	Other type here

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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	212	Total number of ELLs	17	ELLs as share of total student population (%)	8.02%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
SELECT ONE	3	3	5	3	1	2								17
SELECT ONE														0
Total	3	3	5	3	1	2	0	17						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	17	Newcomers (ELLs receiving service 0-3 years)	12	ELL Students with Disabilities	3
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6+ years)	0

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	14				0	3	0			14
Total	14	0	0	0	0	3	0	0	0	14

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

**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
TOTAL	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):	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	2	3	3	3	1	2								14
Chinese														0
Russian														0
Bengali	1		1											2
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			1											1
TOTAL	3	3	5	3	1	2	0	0	0	0	0	0	0	17

Part III: Assessment Analysis

Assessment Breakdown

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

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)	2	0	0	0	0	0								2

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	1	1	1	1	1	0								5
Advanced (A)	0	2	4	2	0	2								10
Total	3	3	5	3	1	2	0	0	0	0	0	0	0	17

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	!Und
4	1	0	0	0	
5	1	0	1	0	
6					
7					
8					
NYSAA Bilingual (SWD)					

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0								
4	1								
5	2								
6									
7									
8									
NYSAA Bilingual (SWD)									

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school’s instructional plan? Please provide any quantitative data available to support your response.

A review and analysis of the assessment data:

1. We use ongoing assessments and collection of student work to effectively plan for instruction and professional development. Formal assessments tools used to assess early literacy skills include the LAB R, NYSESLAT, ECLAS 2 and students’ math and writing portfolios. Informal assessments include conference logs, journals, reading and writing folders, among others.

- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades? Specifically, the NYSESLAT provides us with in depth information about our ELLs. ELLs are making incremental gains on the assessment by moving to the next proficiency level to become language proficient.

We have a total of 17 (English language learners broken down as follows: There are four(4) ELLs in Special Education classes. The others are in regular education classes K-5. The language proficiency levels of our ELL student population is broken down as follows:

Test Scores of All Students				
Grades K-5	Beginner	Intermediate	Advanced	Proficient
Grade K=	2	1	0	0
Grade 1=	0	1	2	1
Grade 2 =	0	1	4	1
Grade 3	0	1	2	2
Grade 4	0	1	0	0
Grade 5 =	0	0	2	0

The above LAB-R and NYSESLAT results are used to plan classroom and program instructions. Students who are beginners or intermediate receive 360 minutes a week of ESL services and those that are advanced receive 180 minutes a week by a certified ESL teacher. Most English language learners moved up to the advanced level showing significant improvement. There are 4 students who tested out Proficient in 2012-2013 school year ,this also shows great movement in moving from one level to the next. Home languages include a majority of Spanish speaking students, few Bengali, and Swahili, speaking students.

Although ELLs are making steady gains on the NYSESLAT, after looking at students in this program at PS25 (ESL Scores) that across grade levels in reading and writing is where students are having the most difficulties. This correlates with research findings which indicate that productive skills in language acquisition take longer to acquire. It is interesting to note that the majority of our ELL students in grades K to grades three are the ones who tested out proficient. In addition, the report shows that an English language learners' performance in the NYSESLAT is a strong predictor of whether he or she will meet standards on the State ELA exam. In fact, the majority of these advanced students scored at level 2 or above on the NYS ELA, Math and Science assessments. It was also noticeable that former ELL students are often out performing the non-ELLs students across the grades.

- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The state did not release the spring 2013 NYSELAT scores in combined modalities.

- For each program, answer the following:
 - 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?

The overall performance data on the ELA, Math and Science assessments shows that our ELL population needs to work on their linguistic and cognitive/academic language skills in the four English language modalities along with test taking strategies. Therefore, all

teachers are focusing on these areas in their classroom instruction. The performance on summative (i.e. standardized tests) and formative assessments (i.e. portfolios, logs, benchmark tests) informs teachers' future planning. ELL students at PS25 engage in a rich variety of learning experiences that further advance their linguistic and academic growth. Additionally, support services include as follows: guidance counseling, speech and language, and occupational and physical therapy, SETSS, after-school, extended day, and Saturday classes.

The implications for the school's LAP and instructional policies are derived from the strengths and needs noted in the NYSESLAT along with many other formal and informal assessments. This year we will continue targeting the linguistic, cognitive and academic skills across the grades in literacy and all content areas throughout the school day, extended hours, after--school and Saturday classes. We also offer additional support in listening and speaking language development for newcomer and Sife ELLs including an increased use of technology resources in the classroom, the computer lab and Library center. All instructional activities and additional supports offered to our ELL population focuses on English language acquisition towards proficiency and academic achievement. We also focus on the reading and writing skills of our ELL students at the advanced level. Especially, school leadership and teachers of ELL students in grades 3, 4 and 5 use the results of the NYSESLAT periodic assessments, the ELA and Math predictives in ACUITY, the data analysis on NY Start along with formative assessments for future planning and the implementation of intervention supports. In the lower grades, teachers of ELLs use the LAB-R, NYSESLAT, ECLAS-2 and many other formative assessments (i.e. Treasures literacy benchmark and unit tests, reading and writing logs; and Everyday Math unit assessments, classroom observations and math logs) to inform instruction. Again, all ELLs receive the interventions support as needed.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Collaborative team support teachers in improving educational outcomes for all students K-5 at PS25, by meeting together to make decisions leading to improve students achievement. Teaming structures vary and could consist of teachers, administrators, and other educators. Teams plan for students success through Data analysis, curriculum planning, shared by best practices, and discussion of interventional strategies.

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

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

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

7. For dual language programs, answer the following:

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

Paste response to questions here:

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

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

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

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

2. 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.
2. The NYC school system provides for crucial parental involvement of newly admitted English Language Learners. There is a multi-step process that ensures the identification, appropriate placement and support services for ELLs at the school level. Parents are asked to decide which program best meets the needs of their children through their participation in several activities. Initially, the HLIS is distributed to all parents according to their home languages. Then parents receive the Guide for Parents of English Language Learners and the Parent Survey and Program selection form, all in their home languages as well, along with an invitation to a Parent Orientation meeting. At that time, the ESL Teacher informs parents with clarity and objectivity the three bilingual program choices available in the NYC public school system: Transitional Bilingual, Dual Language or Freestanding ESL. A parent orientation CD is available in nine languages to effectively inform parents of newly registered ELL students their program choices. Parents are also provided with information on the State Standards, assessments, school expectations and the general requirements of the ESL programs at P.S. 25. Finally, children are placed as indicated in the parents' program selection forms. All meetings are translated in Spanish, Swahili, Bengali, and any other parental home language when a translator is available. The timeline in which to complete these services is 10 school days.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per

CR Part 154 [see tool kit].)

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

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

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

4. 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.
The criteria and the procedures followed to place newly identified ELL students in the ESL Instructional Program available at P.S.25 include as follows: Informing parents about their children's placement in a timely manner and in their home language; grouping all ELLs according to grade and proficiency levels (Beginner, Intermediate or Advanced) as determined by the LAB-R or the NYSESLAT results; and inviting parents of ELLs to two additional informational meetings as required under Part 154: Parent- Teacher Conferences/Open School Nights. In addition, the Parent and ESL Teacher organize monthly parent workshops, PTA meetings, and/or Family Fun Activities.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
Parents complete the Parent Survey and Program Selection form and the school conforms with parental Program selection accordingly. After reviewing the parent surveys and program selection forms for the past few years the trend in program choice has been the Freestanding English as a Second Language program. TBE is not a program in our school again so parents are informed where they could find TBE programs. In our Freestanding English as a Second Language program which includes the ESL Push-in/Pullout models, ESL instruction focuses on the achievement of English language proficiency in the four modalities: listening, speaking, reading and writing, through the use of specific instructional methodologies. In the aforementioned programs, highly qualified ESL certified teacher effectively plan rigorous daily instruction in all content areas to guide students in achieving and exceeding the New York State Core Curriculum Standards. As a result, ELL parents have been content with their final choice and are reluctant to leave P.S. 25.
6. 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.) 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 ESL program model offered at P.S.25 is aligned with parental requests. To continue aligning parental choice with our program offering we make every effort to adequately disseminate all initial and ongoing parental information to build a more trusting and positive relationship. As we promote ELL parental school involvement throughout the year we maximize the academic performance of our ELL student population in Freestanding English as a Second language program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

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

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

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

There is one ESL teacher serving (17) English language learners at PS25. Total: 17 students: 5 Beginners, 4 Intermediate, and 8 advanced.

Professional development in and outside the school includes the ESL teacher to focus on teacher planning of academic and linguistic objectives in all subject areas. Instructional planning of native language arts is designed to strengthen the basic listening, speaking, writing and reading skills in alignment with native language arts standards. There is also ongoing articulation between classroom and ESL teacher to effectively support ELL students in achieving English language proficiency so they can attain the same standards established for all students across the grades. This communication plan helps to inform ESL instruction for each grade level aligned with the Common Core Curriculum.

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)?

The ESL teacher ensures that the mandated number of instructional minutes are provided according to the proficiency levels of our ELLs. The schedule of our ESL students is provided to our principal who approves it. In compliance with CR Part 154, ELL students who are at beginner or intermediate levels receive 360 minutes a week of ESL services and those that are at the advanced level receive 180 minutes a week. The program serves all students with limited English proficiency (ELL) until they achieve

proficiency in the English language. ELL students receive ESL services by their ESL certified teacher through collaborative planning for small group ESL instruction, through a Push-in/Pullout Model. In addition, ELL students in grades K-5 participate in our Extended Day, and After-School programs with ESL certified teacher.

The content area subjects of the Common Core Curriculum for all students includes as follows: Literacy, Ready -Gen, Go-math, science, social studies, health, technology, physical education, art and music. P.S.25 ESL program is taught 100% of the time in English.

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 foster language development and meet the demands of the Common Core Learning Standards.

All English language learners receive the same academic content as those who are native English speakers. To ensure our students' academic progress in the ESL programs, we utilize collaborative common core curriculum planning between ELA, Math and other content area classroom teachers, clusters and ESL support service teachers. This means that beyond explicit ESL collaboration between teachers also taken into consideration are the language needs of ELLs. For example, content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms along with visual aids to clarify meaning. Also math teachers devote extra class time to untangling difficult word problems. Social Studies teachers scaffold their instruction with visual aids such as maps, atlas and illustrations to increase comprehension. Our computer lab and Promethean white boards are also used to address the ELLs learning styles.

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

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
When a new student is registered in our school the parent completes the Home Language Identification Survey to identify the child's home language. If the child is identified as an eligible candidate for ESL services he/she is administered the LAB-R. Further, if the child's home language is Spanish and the child does not score above the cut off score, then, he/she is administered the NYS Spanish Lab.
Additionally, ELL students in grades 3-5 take the NYS Math and Science Assessments once enrolled in NYCDOE public schools. These students are entitled to use glossaries, test translations or a translator, if the test translation is not available.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
By giving students several assessments in all four modalities and by monitoring their progress.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

a) Plan for SIFE:

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

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

Once SIFE students are identified, P.S. 25 monitors their English language development and scores on the NYSESLAT, ELA and Math assessments. Our school provides support in all content areas to differentiate instruction for literacy needs. P.S. 25 provides all existing support structures such as ESL, Extended Day and Speech to SIFE students as needed.

b) Plan for Newcomers:

When a new student is registered in our school, we facilitate the transition with the resources as follows:

- A "buddy system" in which we identify a similar student in his/her class who will assist during the day. For example: a student who speaks the same language to help him/her in the classroom.
- A formal parent orientation and an informal student orientation. Informal assessments are used to identify possible intervention programs.
- Home and school communication in the native language is an important factor for our newcomers.

The newcomers who have been in US schools for less than three years are provided all available support services and differentiation of instruction in all areas as needed. Students who arrive in 3rd grade or later are required to take the NYS Math assessment, however, students take the NYS ELA test after one year. In addition to ESL support services, ELL students are required to participate in our Extended Day program. We provide all newcomers adequate support while preparing them to take the NYS ELA, Math and Science assessments. Word to word dictionaries and glossaries are provided to support them on the Math and Science city and state assessments and translated versions of the test can be used as available. Otherwise, we provide a translator when the test has not been translated in students' native language. Students may also work in small groups with their classroom teachers to target specific areas of need, especially, for test taking skills practice.

c) Plan for ELLs receiving ESL support services 4 to 6 years. An extension of services is requested for ELL students between 4-6 years and Long-Term ELLs. Same support structures as above are provided.

d) Plan for Long Term ELLs:

In elementary schools we have fewer long term ELLs than across the grades up to high school. An analysis of their scores on the NYSESLAT, ELA and Math assessments suggests that their problem is on reading and writing. Our action plan for this group involves:

- Monitoring the students' progress in all content areas to differentiate instruction and accelerate their English language development and cognitive/academic skills.
- Ongoing communication with parents to monitor their children's progress.

7. 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?

ELL-SWDs follow the core curriculum as required for all students in the school. P.S.25's literacy and math instruction is provided through the research-based Treasures English language arts program and Everyday Mathematics. We differentiate instruction based on the students' language and academic profiles. For example: Both curriculums, Everyday Math and Treasures, provide strategies to differentiate instruction including a variety of academic learning activities that enhance the students' ability to learn the content. We also address the students' different learning styles and English language modalities through the use of our Rosetta Stone on line Program, computer lab, and Promethean white boards to meet the multisensory (i.e. visual, auditory and kinesthetic) needs. In addition, Skills Tutor and Destination Reading /Math technology based online programs help to enhance the students' linguistic, cognitive and academic skills.

The school does periodic student progress monitoring through formative and summative assessments including RTI's AimsWeb

to identify and provide instructional support and/or intervention services that students may need to accelerate English language development and academic performance. Targeted interventions for ELL-SWDs in Math, ELA and other areas include as follows: SETSS, ESL, Extended Day, Literacy and Math after-school and Saturday program, Wilson, Occupational and Physical therapy, Speech and language and Guidance counseling.

P.S. 25 provides ESL services as per CR Part 154 to its special education students. ESL program under the guidance of the AP-DR Wilson.

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

PS25's policy for

- Collaboration between the classroom and ESL teacher, school psychologist, social worker, child study team and service providers.
- Monitoring newcomers and/or SIFE students for possible special needs status.
- Ensure that teachers of students with IEPs are familiar with the students' specific needs and that all services are provided as per IEP mandates.
- Ongoing communication with parents to monitor their children's progress.
- Support for ELL X-coded students and assist teachers through articulation.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week

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

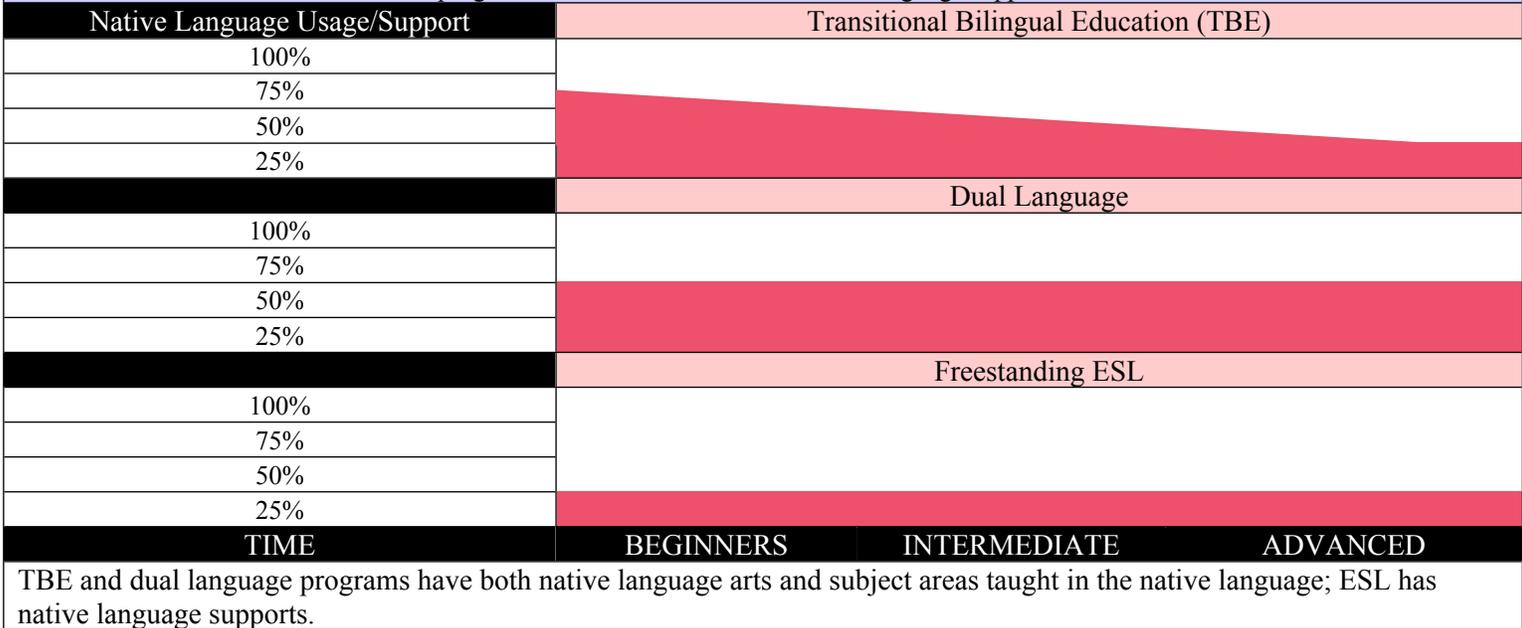
	Beginning	Intermediate	Advanced
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

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

Native Language Usage and Supports

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



B. Programming and Scheduling Information--Continued

9. 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.

Targeted intervention programs for all ELLs at P.S. 25 in Math, ELA and other areas are as follows: SETSS, ESL, Extended Day, Literacy, Math, After-School, Wilson, Occupational and Physical Therapy, also Speech and Language, and Guidance counseling. The language of instruction is English. Our bilingual paras are assigned to work with ELL students with IEPs so they can serve as translators. We conduct IEP evaluations and parent meetings in both English, Spanish and any other language for our students with special needs. Both the ESL program and classroom teachers provide interventions in the classroom. All teachers constantly monitor students' understanding of the content material and differentiate the instruction to develop the students' English language proficiency in the four modalities: listening, reading, writing, and speaking. For example: They guide students to read, write, listen, ask questions, think and use the academic language to express themselves and scaffold their learning. Briefly, they engage students in a variety of meaningful respectful tasks, that are designed according to the students' needs and preferences. Literacy and math instructions are provided through ESL methodology in alignment with NYS Learning Standards for English language learners and the NYC/NYS Common Core Curriculum.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Paste response to question here:

11. What new programs or improvements will be considered for the upcoming school year?

Several new software programs are available for all ELLs. These include: Go-Math, Ready Gen, Wilson Reading, Rosetta Stone, language program and others. We also address the students' learning styles and accelerate English language development through the use of Promethean white boards, the computer lab. These technology based resources support differentiated instruction and enhance ELLs' cognitive skills, linguistic and academic growth.

12. What programs/services for ELLs will be discontinued and why?

None of the services and programs will be discontinued next year. They all worked well this year so we will continue them until there is a need to change any.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

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

In order to support learning and foster community involvement, we are looking for community business sponsors to help defray the cost of some things that are planned for ELL parent and their families. Parents of ELL students could come to the school throughout the year to take part in community celebrations, school-wide events, and parent workshops. These events include: book sales, Hispanic Heritage Celebration, African American History Month, 100 Days of School, holiday assemblies/celebrations and graduation ceremonies, among others. Also, school organizes many school trips in which parents often participate. Translation and interpretation services are offered to increase the involvement of parents in the school community.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Instructional Materials:

The Balanced Literacy Model is used to support differentiated instruction in targeting our ELL students. The students participate in read aloud, independent reading, shared and guided instruction and mini-lessons. We implement the research-based Treasures English language arts program. ELL students use leveled libraries according to their linguistic and academic profiles. In addition, we implement Go-Math, and Ready-Gen the curriculum mandated by the New York City Department of Education which also

provides strategies to differentiate math and ELA instructions.

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

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

At P.S.25 there is native language support in the ESL classes. Students are allowed to use their native language with the teacher and/or peers to express understanding or ask for clarification. Books in the different languages, Weber dictionaries, picture dictionaries and bilingual dictionaries/glossaries are available to support instruction. As a testing accommodation, translated editions of some tests and bilingual glossaries are provided when taking State content area examinations. We help students develop their vocabulary skills so they could move quickly in Reading. We use assessments as standardize exams, teacher made test, portfolios, conferencing project and technology based reports. These assessments are aligned with state content and language program goals as well as grade-level academic expectations and cross-cultural competence.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?

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

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions here: 0

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

D. Parental Involvement

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

Questions 1 and 2

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

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

Recognizing that the parents of ELL students face their own challenges in transitioning and adapting to a new culture and school system coupled with their own need to build confidence and capacity to support their children in school, we constantly build on our parent involvement activities. Parents are invited to participate in monthly Parent Teachers Association meetings and workshops. For example: computer workshops include Creating Google Docs, Using My Skills Tutor and Destination Read/Math. Some parents are also trained to use Achievement Reporting and Innovation System (ARIS) online to access important performance information about their children. Other parental activities include the Saturday school, holiday celebrations, NY Cares, school assemblies among others.

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

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

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: The Eubie Blake

School DBN: PS025

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Anita Coley	Principal		10/15/13
Dr. Esther Wilson	Assistant Principal		10/15/13
S'Ken Evans	Parent Coordinator		10/15/13
Doreen Headley	ESL Teacher		10/15/13
Wanda Pinnick	Parent		10/15/13
Walker Wilson	Teacher/Subject Area		10/15/13
Sharon Green	Teacher/Subject Area		10/15/13
Yohan Lim	Coach		10/15/13
	Coach		
Angela Sierra	Guidance Counselor		10/15/13
Karen Ames	Network Leader		10/15/13
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 025 School Name: The Eubie Blake school

Cluster: 4 Network: 406

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

Spanish speaking school staff is available to make oral interpretations via phone calls or during parent visits to the school for meetings and workshops. The Translation and Interpretation Unit services have been also utilized for oral interpretations (e.g., during parent meetings with teachers and parent-teacher conference night.) Parent volunteers who work with the African Services Committee are available upon the school's request to come in to our school to provide oral interpretations for parents who do not speak the languages covered by the New York City Department of Education (e.g., Fulani, French, Swaili.) Sometimes we google translate on the computer for parents who can read the language.

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

In order to fulfill the requirements for translation and interpretation services, our Parent Coordinator welcomes parent, and visitors, then helps provide information in the covered languages from the Department's website and the African Services Committee and explains how to access these services.

2013-14 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 #44](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 25.

Part A: School Information	
Name of School: P.S. 25	DBN: 16K025
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 checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served:
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" 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: 7
of certified ESL/Bilingual teachers: 1
of content area teachers: 6

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:

At PS 25K all ELL students solely receive ESL services in English. In order to provide the ELL students further instructional support an afterschool program in grades Kindergarten – 5th will be offered from January 13, 2014 – June 6, 2014. The afterschool program will support (20) ELLs and (3) Former ELLs students. The certified ESL teacher will push in to the K-5 afterschool classes to support the students English language development. The ESL teacher will rotate from class to class for 40 minutes instruction in a push-in programmatic model following the schedule below for 5 hours a week, 2 hours a day over 18 weeks.

Based on the analysis of the LAB-R and NYSESLAT data, as well as ongoing student performance data, the ELL students will be provided supplemental instructional supports that will focus on acquiring language proficiency across the content areas. During the afterschool program, ELL students and the ESL push-in teacher will be working with different curricula materials that will help students develop higher language proficiency levels with an emphasis on the instructional skills of listening, speaking reading and writing.

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:

The afterschool program will be provided by both the certified push-in ESL teacher and 6 general ed. Aspecial ed. classroom teachers that will be assigned to work on a specific Kdg. – 5th grades. 3 professional development sessions will be offered to all the afterschool teachers every 4 weeks.

During these professional development sessions the push-in ESL and the general ed. And special ed. classroom teachers will collaborate to review student's ongoing performance. Based on all their collected data which will include the 2013 LAB-R and NYSESLAT results, the teachers will revise and/or adapt their afterschool curricula in order to meet the needs of the ELL students. Student work portfolios and formal & informal assessments will also be reviewed in order to inform students, parents and their formal classroom teacher of their academic progress during the afterschool program.

Part D: Parental Engagement Activities

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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 to the Title III Supplementary funds, the school will also provide a Saturday Academy for the ELL students from January – March, 2014 in grades 1st – 5th. The Saturday program in grades 1st & 2nd grade will provide ELL, Special Ed. and selected struggling students common core aligned ELA and Math instruction that will be assessed via performance based activities. The Saturday program in grades 3rd-5th will provide the ELLs, Special Ed. and struggling students instructional materials, activities and strategies that will support their learning in both common core aligned ELA and Math activities in preparation for the 2014 NYS Assessments.

During the duration of the Saturday Academy, there will be a parent workshops hosted every Saturday. These parent workshops will be organized by the school’s Principal, Parent Coordinator and/or invited community-based speakers. During these workshops parents will learn about the common core aligned ELA & Math curricula being used by their child(s) in grades 1st – 5th, in addition the school will be offering ELL parents English classes. A certified language/ ELL teacher will be hired to provide the parents TESOL classes on "Learning how to speak English".

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$9,074	per session expenditure for an ESL
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	\$1,061 professional development	
Supplies and materials <ul style="list-style-type: none"> • Must be 	1,065	NYSESLAT instructional materials will be used by the push-in ESL teacher

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
supplemental. <ul style="list-style-type: none">• Additional curricula, instructional materials.• Must be clearly listed.		with all the ELL students during the Kdg.-5th afterschool program
Educational Software (Object Code 199)	0	
Travel	0	
Other		
TOTAL	11,200.	