



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** PS 325  
**DBN (i.e. 01M001):** 06 M 325  
**Principal:** GARY H. CRUZ  
**Principal Email:** [GCRUZ4@SCHOOLS.NYC.GOV](mailto:GCRUZ4@SCHOOLS.NYC.GOV)  
**Superintendent:** ELSA NUNEZ  
**Network Leader:** MARGARET STRUK

**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
Gary H. Cruz	*Principal or Designee	
Joanne M. Bitterman	*UFT Chapter Leader or Designee	
Sandra Ramirez	*PA/PTA President or Designated Co-President	
Angela Rijo	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Elisabeth Hornedo	Member/ UFT	
Calieb Gonzalez	Member/ UFT	
Victor Galan	Member/ Parentt	
Jesenia Suazo	Member/ Parent	
Argentina Martinez	Member/ Parentt	
Dulce Desiderio	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	
	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ 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)
	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Plan (Only for schools receiving Title I funding)</b>
	<b>Parent Involvement Policy (PIP)</b>

## **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, 100% of teachers will possess a normed understanding of the competencies and rubric from the Danielson FfT teacher evaluation system to improve pedagogy by focusing on Domains 2 and 3 with lesson planning and overall rigorous instruction.

### **Comprehensive Needs Assessment**

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

In reviewing our school-wide data, we recognized the imperative need for teachers to possess a normed understanding of the competencies and rubric from the Danielson FfT teacher evaluation system to improve their pedagogy, focusing on Domains 2 and 3 with lesson planning and overall rigorous instruction. For the 2013-2014 academic year, P.S. 325 has identified the need to have all teachers receive clear and effective feedback from administrators on a regular basis. Teachers have the most impact on what is being taught in the classroom through the instructional strategies, classroom management techniques and implementation of lessons planned. To support teachers in this process, it is necessary to provide regular, clear and effective feedback so teachers can improve their effectiveness and promote student success. reviewing our school wide data, we have recognized the imperative need to improve our scores in literacy and mathematics. Through consistent cycles of formal and formal observations, teachers are given feedback, using the Danielson Rubric, that identifies both strengths and areas of improvement for a given lens.

### **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**

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

Aligned to the Citywide Instructional Expectations, school administrators plan to utilize a common lens for instruction and curriculum, set clear expectations and provide evidence-based feedback from classroom observations. Teachers are observed formally and informally several times per year (according to their selected option) and receive thorough feedback to provide teachers with information on what was observed. Through frequent cycles of classroom observation, supervisors identify areas of strength and recommendations for each teacher. Teachers will also reflect on their practice by identifying professional goals to advance their practice.

#### **Formal and Informal Observation Opportunities:**

1. Portfolio Review (December and April/May)
2. Formal Observations (Option #1) and/or Informal Observations using an approved rubric (Option #1 and #2)
3. Data Reflection Reports (December/March)
4. One on one initial meetings to set expectations/professional goals for the year

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

Key personnel and resources are required to implement these strategies effectively:

1. The coaches (lower grade literacy/math, upper grade literacy and upper grade math), data specialist and Assistant Principal meet with teachers during weekly common planning sessions to discuss curriculum, assessments and unit tasks that will be included in the portfolio. The Principal reviews the portfolios of classroom and out of classroom teachers when submitted and provides feedback to the teachers using a rubric.
2. All teachers, including classroom, ESL, SETTS, cluster and intervention, will be observed by the Assistant Principal and Principal according to the option they selected. A system has been created by the Principal to monitor the process and keep track of observation reports as completed.
3. The data specialist and Principal created data reflection reports which were shared with all teachers to complete to provide information for relevant assessment

and students.

4. All teachers, including classroom, ESL, SETTS, cluster and intervention met with the Principal and Assistant Principal in one-on-one meetings to set expectations and professional goals for the year.

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

In order to evaluate the progress, effectiveness and impact of each activity, progress towards each must be monitored throughout the school year:

1. Portfolios are discussed during the year at weekly common planning sessions. Portfolios are collected twice per year in December and May. At this time, the Principal and Cabinet can reflect on the effectiveness of this initiative.
2. Teachers are observed according to their selected option a minimum of four or six times during the school year, starting in October 2013. The effectiveness of this can be monitored based on the observation reports generated.
3. Data reflection reports are shared and turnkeyed to teachers during common planning sessions. Upon completion of the first cycle of data reflection sheets, this initiative can be reviewed and its effectiveness can be evaluated.
4. After all teachers met with the Assistant Principal or Principal to set expectations and set professional goals for the year, teachers began implementing their action plan to meet those goals. In formal and informal observations, administrators are observing teachers for evidence of the implementation of those goals.

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

1. Portfolios will be reviewed December 20, 2013 and May 20, 2014.
2. Observations will take place throughout the school year, informally and/or formally from October 2013-April 2014.
3. Data reflection sheets will be reviewed December 20, 2013 and March 2014.
4. One-on-one meetings were held in September 2013 and evidence of the implementation of professional goals will be monitored until April 2014.

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

1. Twice per year, in December and May, student portfolios are reviewed by the principal. All portfolio tasks and components are provided to teachers at the beginning of the school year. The portfolio is a way to demonstrate student performance and growth throughout the school year. Each portfolio has a cover page with the students information and a copy of the student profile with an overview of assessment data, updated three times per year. The portfolio includes all assessments and is comprised of five separate sections: reading, writing, math, social studies, and science. During grade level meetings, teachers discuss portfolio tasks and student work using a protocol. Portfolio reviews will occur with the Principal, when teachers will be required to present two portfolios analyzing data/student work for the students. The portfolios are then scored using a rubric that is provided to teachers. After the review, teachers receive a copy of their rubric with comments from the Principal.
2. All tenured and non-tenured teachers receive at least four or six (according to the selected option #1 or #2) informal observations each school year. The teachers receive clear and effective feedback from supervisors after the observations with recommendations for future implementation. During ongoing observations, administrators are using the rubrics to provide feedback.
3. To hold all teachers, not only classroom teachers, accountable and provide feedback to drive instruction, administrators also collect data binders and service plans for RTI, SETTS and ESL teachers, as well as Data reflection reports for the students they service.
4. Teachers reflect on their practice by developing professional goals for the year. Teachers met with administrators for one-on-one individual meetings to discuss their professional goals and action plans to meet those goals.

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

### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parental 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).

Parents are given regular opportunities to meet classroom teachers to have a better understanding on what is being taught in the classroom. Parents are formally invited

to meet teachers during our Open House Orientations, Meet and Greets and Parent Teacher Conferences. This year we instituted "Breakfast with the Principal" sessions and parent visitations to classrooms to see the teachers in action. Parents are also encouraged to contact teachers whenever they have questions or concerns through meetings, phone calls or email.

**Budget and Resource Alignment**

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

<b>x</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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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.

To provide meaningful literacy instruction to all students, including English Language Learners and students with disabilities, to enable them to demonstrate progress on the New York State English Language Arts Assessment. By June 2014, 10% of Grade 4 and Grade 5 students will demonstrate an increase in progress on the 2014 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.

In the fall of 2013, all students in Grades K-5, including English Language Learners and students with disabilities were administered the DRA-2 assessment. The DRA-2 assessment is designed to identify students' reading strengths and instructional needs and is used as the indicator to determine the independent and instructional reading levels of students. The assessment is administered individually to students and includes both oral reading fluency and oral and/or written comprehension.

In review of our DRA-2 data, we found:

Kindergarten	Benchmark Level A	31% reached benchmark
1 <sup>st</sup> grade	Benchmark Level 3	33% reached benchmark
2 <sup>nd</sup> grade	Benchmark Level 16	12% reached benchmark
3 <sup>rd</sup> grade	Benchmark Level 28	32% reached benchmark
4 <sup>th</sup> grade	Benchmark Level 38	16% reached benchmark
5 <sup>th</sup> grade	Benchmark Level 50	24% reached benchmark

After the administration of the New York State English Language Arts assessment in Spring 2013, P.S. 325 staff analyzed the data of our current students to identify trends and areas of need. We looked at our data to determine critical areas for the school wide population, grade, class and individual students. Item analysis reports were reviewed to assist in this process. Overall, only 6% of students met grade level standards and reached proficient levels of three and four on 2013 New York State English Language Arts Assessment with a high need to focus on Literary Response and Expression. With the New York State assessments now assessing student mastery of the Common Core State Standards, we also prioritized the six instructional shifts and decided it was necessary to integrate more nonfiction and informational texts for students.

**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.

**1. Strategies/activities that encompass the needs of identified subgroups**

During the 2013-2014 school year, we will be providing strategic support to all students in English Language Arts:

1. Implementation of Curriculum Aligned to Common Core Learning Standards
  - Core Knowledge for Grades K-2
  - Expeditionary Learning for Grades 3-5
2. To better track the reading levels and reading growth of our students, we use running records as part of our assessment program. Three times per year, teachers will assess students reading levels using the DRA-2.
3. In each grade, students were grouped together to target their specific reading needs and students identified as below grade level are receiving intervention services during extended day using Passport Voyager or Rewards Phonics. Students who are on or above grade level in reading are also working in a small group during extended day, and focusing on guided and independent reading activities.
4. English Language Learners in monolingual classes are receiving instruction from our ESL teachers through a push-in/pull-out model. The two teachers are implementing a co-teaching model to best meet the needs of the class. English Language Learners and students with IEPs are using the Failure Free Program, an additional resource to assist their language acquisition skills on Saturdays.
5. The Principal, literacy coaches and data specialist will continue to support all classroom and intervention service providers in the implementation of our new literacy curriculum, analyzing our data to identify student needs and grade level trends and plan effective, rigorous lessons aligned to common core during weekly common planning meetings.

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

1. Literacy coaches (grades K-2 and grades 3-5), administrators monitoring implementation of the curriculum and classroom teachers are necessary to implement this strategy.
2. Literacy coaches (grades K-2 and grades 3-5), testing coordinator/data specialist and classroom/intervention teachers assessing students are necessary to implement this strategy.
3. Literacy coaches (grades K-2 and grades 3-5), RTI/Special Education Coordinator, data specialist and RTI team are necessary to implement this strategy.
4. Literacy coaches (grades K-2 and grades 3-5), ESL teachers (grades K-2 and grades 3-5) are necessary to implement this strategy.
5. Literacy coaches (grades K-2 and grades 3-5), administrators attending the common planning sessions, data specialist and classroom teachers are necessary to implement this strategy.

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

1. In order to evaluate the progress of this strategy, administrators are observing teachers formally and informally throughout the school year to assure that teachers are adhering to the curriculum and its mandates. Literacy coaches are providing support to teachers in understanding the curriculum and best practices for instruction.
2. Running records through DRA-2 are administered three times per year. Upon completion, its effectiveness is reviewed.
3. Students identified as at-risk are receiving ELA intervention services. Their progress is monitored monthly and instructional decisions are made in review of that data.
4. ELL students are receiving mandated services through a push-in/pull-out model. Progress of ELL students is monitored through informal and formal assessments throughout the school year reviewed with administrators and the data specialist.
5. At common planning meetings, teachers, administrators and coaches are using a protocol to look at student work and make instructional decisions to best meet the needs of the students. The progress is monitored throughout this process.

**4. Timeline for implementation and completion including start and end dates**

1. Core Knowledge and Expeditionary Learning will be the mandated literacy curriculum throughout the school year, from September 2013 until June 2014.

2. The DRA-2 is administered three times per year, in October, February and May. Progress monitoring for students identified as at-risk will be done on a monthly basis.
3. Students identified as at-risk will receive RTI services from October 2013 until June 2014.
4. Students mandated to receive ESL will receive those services from September 2013 until June 2014. The Saturday Academy for ELL students will take place from October 2013 until April 2014.
5. Common planning meetings will occur all year on a weekly basis from September 2013 until June 2014.

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

1. We have restructured our literacy curriculum to reflect the transition to the Common Core Learning Standards. The Common Core Committee met over the summer and on a regular basis after school to look at our school trends in literacy and identify areas of need for our curriculum aligned to the Common Core. ESL teachers are pushing in to provide support services to students during ELA or content area instruction. For the daily literacy block, classes will be using Core Knowledge Skills and Listening/Learning domains for grades K-2 and Expeditionary Learning modules for grades 3-5. For grades K-2, the Core Knowledge block is divided into two 45-minute components: Listening and Learning; and Skills which focuses on phonics and decoding. The Core Knowledge Language Arts Listening and Learning Strand is designed to help students build the background knowledge and vocabulary critical to listening and reading comprehension. This strand is focused around read-alouds and oral language exercises. The decoding and phonics skills needed for future independent reading are taught separately in the Core Knowledge Language Arts Skills Strand. In this component, the lesson format allows teachers to introduce the read aloud, present the read aloud and discuss the read aloud. For the second component, the Core Knowledge Skills strand provides intentional and systematic support in building decoding skills. Reading and writing are taught in tandem, reinforcing each other. The two strands complement each other, building the requisite decoding and comprehension skills that comprise fluent, mature reading. The teaching of the two strands, however, need not be correlated, i.e., teachers may provide instruction and practice in a given unit of the Skills Strand as needed, while moving on to new topics and anthologies in the Listening and Learning Strand. For grades 3-5, Expeditionary Learning will be used for the full ninety minute block. The curriculum is built on rich and compelling topics that are supported by great books and worthy informational texts. Daily lessons are written at a level of detail that helps teachers envision and implement key instructional routines, such as scaffolding students toward high quality writing, or conferring with students to push them to cite evidence from text. For writing, all students will complete six tasks over the course of the school year.

2. As our universal assessment, DRA-2 was administered to all students in grades K-5. This will be our tool to categorize the students reading levels, including reading engagement, oral reading fluency and comprehension, to determine who receives RTI services. RTI services will be provided, at least three times per week for 30 minutes, for students who are identified as at-risk according to this data.

3. In each grade, students were grouped together to target their specific reading needs and students identified as below grade level are receiving intervention services during extended day using Passport Voyager or Rewards Phonics. Intervention teachers keep track of the work of their students and progress throughout the school year. Progress of students is monitored on a monthly basis to provide teachers will next steps for targeted instruction. Intervention teachers met as a team to discuss students of concern and RTI initiatives on a bi-weekly basis.

4. English Language Learners in monolingual classes are receiving instruction from our ESL teachers through a push-in/pull-out model. The two teachers are implementing a co-teaching model to best meet the needs of the class. English Language Learners and students with IEPs are using the Failure Free Program, an additional resource to assist their language acquisition skills on Saturdays. All ELL students are receiving the services required as part of New York State mandates.

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

**Strategies to Increase Parental Involvement**

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

P.S. 325 will conduct several Parent Workshops, presented by consultants from Fordham University and our literacy coaches, to provide parents with opportunities to understand the literacy initiatives of our school. The data of students is shared with parents several times during the year through report cards and assessment profiles. These profiles share interim information with parents to have a better understanding of how students are performing, including data from state and citywide assessments,

as well as portfolio tasks and end of unit assessments in all subject areas. Workshops are also held with parents in better understanding how to access their child's data through ARIS Parent Link and the meaning of that data.

**Budget and Resource Alignment**

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

<b>x</b>	<b>Tax Levy</b>	<b>x</b>	<b>Title IA</b>		<b>Title IIA</b>	<b>x</b>	<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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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.

To provide meaningful mathematics instruction to all students, including English Language Learners and students with disabilities, to enable them to demonstrate progress on the New York State Mathematics Assessment. By June 2014, 10% of Grade 4 and Grade 5 students will demonstrate an increase in progress on the 2014 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.

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

- In the beginning of year, all students in grades 3-5 were administered the New York City Schoolnet Math Baseline, which assessed student mastery of previous year Common Core Learning Standards.

**Third Grade:**

*Important to note: for Measurement and Data there were 12 questions, for Numbers and Operations--BaseTen there were 7, 2 questions for Geometry and 9 for Operations and Algebraic Thinking for a total of 30 questions.*

**Fourth Grade:**

	Overall Percent Correct	MA.3.3.MD (Measurement and Data)	MA.3.3.NF (Numbers and Operations— Fractions)	MA.3.3.OA (Operations and Algebraic Thinking)	MA.3.3.NBT (Numbers and Operations in Base Ten)
P.S. 325	30.5%	27.8%	31.5%	30.6%	35.6%
Overall 4 <sup>th</sup>					

graders					
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*Important to note: for Measurement and Data there were 8 questions, for Numbers and Operations--BaseTen there were 2, 12 for Numbers and Operations--Fractions and 8 for Operations and Algebraic Thinking for a total of 30 questions.*

**Fifth Grade:**

	Overall Percent Correct	MA.4.4.MD (Measurement and Data)	MA.4.4.NBT (Numbers and Operations— Base Ten)	MA.4.4.NF (Numbers and Operations— Fractions)	MA.4.4.OA (Operations and Algebraic Thinking)
P.S. 325	32.2%	19.2%	39.4%	33.4%	39.4%
Overall 5 <sup>th</sup> graders					

*Important to note: for Measurement and Data there were 6 questions, for Numbers and Operations--BaseTen there were 4, 16 for Numbers and Operations--Fractions and 4 for Operations and Algebraic Thinking for a total of 30 questions.*

**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.

**1. Strategies/activities that encompass the needs of identified subgroups**

During the 2013-2014 school year, we will be providing strategic support to all students in Mathematics.

1. Implementation of Go Math Curriculum Aligned to Common Core Learning Standards
2. To better track the math progress of our students throughout the school year, we monitor progress of students using Go Math chapter tests, pre-requisite skills tests and beginning/middle/end assessments from Go Math (grades K-2) and Schoolnet (grades 3-5)
3. Students identified as at-risk will receive math intervention services at least three times per week for 45 minutes.
4. Students in grades 2-5 will participate in Math Academy on Mondays and Fridays.
5. The Principal, math coaches and data specialist will continue to support all classroom and intervention service providers in the implementation of our new math curriculum, analyzing our data to identify student needs and grade level trends and plan effective, rigorous lessons aligned to common core during weekly common planning meetings.

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

All personnel, including classroom teachers and support staff, as well as coaches and administrators participate in this initiative.

1. Math coaches (grades K-2 and grades 3-5), administrators monitoring implementation of the curriculum and classroom teachers are necessary to implement this strategy.
2. Math coaches (grades K-2 and grades 3-5), testing coordinator/data specialist and classroom teachers assessing students are necessary to implement this strategy.
3. Math coaches (grades K-2 and grades 3-5), RTI/Special Education Coordinator, data specialist and RTI team are necessary to implement this strategy.
4. Math coaches (grades K-2 and grades 3-5) and Math Academy classroom teachers are necessary to implement this strategy.
5. Math coaches (grades K-2 and grades 3-5), administrators attending the common planning sessions, data specialist and classroom teachers are necessary to implement this strategy.

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

1. In order to evaluate the progress of this strategy, administrators are observing teachers formally and informally throughout the school year to assure that teachers are adhering to the curriculum and its mandates. Math coaches are providing support to teachers in understanding the curriculum and best practices for instruction.
2. Beginning of year (from Go Math and Schoolnet) and pre-requisite skills assessments were administered at the beginning of the year as a baseline for student mastery. Additional assessments will be administered throughout the school year and progress of students will be monitored to determine next steps for instruction to best meet the needs of students.
3. Students identified as at-risk are receiving Math intervention services. Their progress is monitored monthly and instructional decisions are made in review of that data.
4. Students in grades 2-5 are attending Math Academy to receive additional support in mathematics. Progress of students is monitored through informal and formal assessments throughout the school year reviewed with administrators and the data specialist.
5. At common planning meetings, teachers, administrators and coaches are using a protocol to look at student work and make instructional decisions to best meet the needs of the students. The progress is monitored throughout these meetings.

**4. Timeline for implementation and completion including start and end dates**

1. Go Math will be the mandated math curriculum throughout the school year, from September 2013 until June 2014.
2. Beginning of year and pre-requisite skills test were administered in September and October 2013. Chapter tests to monitor mastery of standards will be administered on a monthly basis. Benchmark assessments will be administered in January and March 2014.
3. Students identified as at-risk will receive RTI services from October 2013 until June 2014.
4. The Math Academy for students will take place from October 2013 until April 2014.
5. Common planning meetings will occur all year on a weekly basis from September 2013 until June 2014.

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

1. In grades K-5, all teachers are using GoMath, which provides math instruction aligned to Common Core Learning Standards. Go Math has additional resources to integrate technology, manipulatives, games, activities and reteach/enrich opportunities for students. All teacher and student resources are available to access online at ThinkCentral. In grades 3-5, teachers should focus on the scope and sequence of the standards that are being assessed on the benchmark assessments. The standards need to be presented in multiple ways such as with the GoMath curriculum, but also with an additional resource that mimics the state exam. To increase the rigor and higher order thinking skills of students, P.S. 325 plans to integrate the Go Math Common Core Aligned Tasks in all classes. Teachers will be trained on the implementation of these tasks and discuss the process throughout. Grade level teams will discuss student work and strategies to continue integrating higher order thinking skills across different subject areas.
2. At the beginning of the year, all students in Grades K-5, including English Language Learners and students with disabilities were administered the GoMath Pre-requisite skills test to identify their current level of mastery of math concepts needed for their grade. In grades 3-5, students were also given the NYC Schoolnet Math Baseline and will be administered a math benchmark in January and March. Students in grades K-2 were administered the GoMath beginning of year assessment which will be administered again in February and May to demonstrate growth over the course of the year. Teachers completed an item analysis for each student and class and discussed common trends amongst the grade. With support from our math coaches, teachers will use that information to drive instruction. For our students to be prepared for the New York State Math assessment they will take beginning in third grade and the rigorous expectations of the Common Core States Initiative, it is imperative that we make sure all students have a strong foundation in number sense and basic fluency. On a chapter level, students are administered a mid-unit checkpoint and end of unit assessment through Go Math.

3. Students who are identified as at-risk will be receiving math intervention services using the GoMath Tier II resources, including Soar to Success, Grab and Go and the Strategic or Intensive Intervention Kit, depending on student needs. Intervention teachers keep track of the work of their students and progress throughout the school year. Progress of students is monitored on a monthly basis to provide teachers with next steps for targeted instruction. Intervention teachers met as a team to discuss students of concern and RTI initiatives on a bi-weekly basis.
4. Students are currently participating in Math Academy. Math Academy is geared towards test prep and remediation for all students in grades 2-5 on Mondays and Fridays from 2:30-4:00 PM.
5. The Principal, math coaches (K-2 and 3-5 specialists) and data specialist will continue to support all classroom and intervention service providers in the implementation of the math modules, analyzing our data to identify student needs and grade level trends and plan effective, rigorous lessons aligned to common core during weekly common planning meetings.

**Strategies to Increase Parental Involvement**

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

P.S. 325 will conduct several Parent Workshops, presented by consultants from Fordham University and our math coaches, to provide parents with opportunities to understand the literacy initiatives of our school. The data of students is shared with parents several times during the year through report cards and assessment profiles. These profiles share interim information with parents to have a better understanding of how students are performing, including data from state and citywide assessments, as well as portfolio tasks and end of unit assessments in all subject areas. Workshops are also held with parents in better understanding how to access their child's data through ARIS Parent Link and the meaning of that data.

**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 #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.

To provide students with learning opportunities to accelerate the acquisition of the English Language for English Language Learners, IEPS and intervention services for at-risk students. 50% of students who are receiving ESL or RTI services will increase their proficiency in English/literacy as demonstrated by our universal screening tool, DRA-2 by the end of the year

**Comprehensive Needs Assessment**

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

In review of our DRA-2 data, we found:

Kindergarten	Benchmark Level A	31% reached benchmark
First Grade	Benchmark Level 3	33% reached benchmark
Second Grade	Benchmark Level 16	12% reached benchmark

Third Grade	Benchmark Level 28	32% reached benchmark
Fourth Grade	Benchmark Level 38	16% reached benchmark
Fifth Grade	Benchmark Level 50	24% reached benchmark

***Based on the Spring 2013 NYSESLAT:***

14% of P.S. 325 English Language Learners are Beginner.

49% of P.S. 325 English Language Learners are Intermediate.

37% of P.S. 325 English Language Learners are Advanced.

***Based on the 2013 English Language Learner Assessments (including the NYSESLAT and LAB-R for newcomers):***

28% of P.S. 325 English Language Learners are Beginner.

36% of P.S. 325 English Language Learners are Intermediate.

36% of P.S. 325 English Language Learners are Advanced.

**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.

**• Strategies/activities that encompass the needs of identified subgroups**

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

6. Implementation of Failure Free Reading Program

7. Response to Intervention Curriculum

- Core Knowledge Remediation Resources
- Passport Voyager
- Rewards Phonics

8. Progress Monitoring of Students

9. Regular Response to Intervention Meetings

**• Key personnel and other resources used to implement each strategy/activity**

1. To implement this activity, teachers receive professional development on the use of Failure Free Reading and use it for instruction during extended day or

Saturday Academy.

2. To implement this activity, administrators, RTI/Special Education Coordinator, ESL teachers and RTI providers are monitoring the implementation of our intervention curriculums.
3. RTI/Special Education Coordinator, ESL teachers and RTI providers are necessary to monitor progress of their students.
4. To implement this activity, administrators, RTI/Special Education Coordinator, ESL teachers and RTI providers are regularly attending and running the RTI meetings.

• **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. In order to evaluate the progress of this strategy, administrators are observing teachers formally and informally throughout the school year to assure that teachers are adhering to the curriculum and its mandates. Computer generated reports are reviewed to monitor progress of students using this program.
2. In order to evaluate the progress of this strategy, administrators are observing teachers formally and informally throughout the school year to assure that teachers are adhering to the curriculum and its mandates. RTI Coordinator reviews curriculum with teachers to make instructional decisions that best meet the needs of students.
3. Progress of students is monitored on a monthly basis using the DRA-2 assessment. Results are then reviewed during intervention meetings to discuss next steps for individual students.
4. The RTI team meets on a bi-weekly basis to review the progress of students identified as at-risk.

• **Timeline for implementation and completion including start and end dates**

1. Failure Free Reading will be used during Saturday Academy from December 2013 through April 2014.
2. Teachers will review the data and group students appropriately to best meet their needs. In grouping students, intervention teachers and the RTI coordinator decide the program that best meets the needs of students, Rewards Phonics, Voyager Passport or Core Knowledge Remediation. Teachers begin using the selected curriculum from October 2013 until June 2014.
3. Beginning of year baselines were administered in September/October 2013. Progress monitoring will occur on a monthly basis from December 2013 through June 2014.
4. RTI meetings will take place biweekly from September 2013 through June 2014.

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

1. In review of our school wide trends and initiatives, we have decided to incorporate a different initiative for our English Language Learners in bilingual classes to accelerate their acquisition of English as part of our inquiry initiative. During extended day, our bilingual students will use the Failure Free web-based program. English Language Learners in monolingual classes and students with IEPs will use this program on Saturdays. Failure Free is a highly-structured, non-phonetic, language development program that directly teaches reading comprehension, vocabulary and fluency to students. It is a web-based teaching that includes three components—mini-lesson from the teacher, independent workbook pages to practice and a computer piece for students to reinforce and assess what they have learned.
2. All students will be placed in a teaching group that is reflective of the assessments. It is important to identify the needs of the students and group them accordingly. For example: if one group of 5<sup>th</sup> graders is identified as having significant comprehension deficits, then we will place those students into a group utilizing targeted interventions specific to the weakness. After 10 weeks, we will re-assess the groups and move children as needed.
  - **Materials:** The following materials will be used for ELA interventions
    - i. Words their Way- will address phonics deficits in 3<sup>rd</sup> grade.
    - ii. Rewards Reading – will address phonics deficits in grades 4 & 5
    - iii. Passport Voyager will address fluency and comprehension in grades 3,4,5
    - iv. Failure Free Reading
    - v. Core Knowledge Remediation- will address skills in grades K, 1, 2

3. Throughout the year, students will need to be progress monitored as part of the intervention process. Progress monitoring will occur every 4 weeks for all intervention teachers in ELA utilizing the DRA 2 progress monitoring component. After 4 weeks of groupings, teachers will progress monitor in order to assess the effectiveness of the interventions. At 8 weeks, the team will meet to discuss next steps for individual students.
  
4. Intervention teams will meet together every 2 weeks on Fridays from 8:10-8:45 to discuss student data. Every other meeting, the team will meet with the Pupil Personnel Team to discuss cases that require further review. During the RTI meetings, you are expected to bring work samples, and data for individual children. Each meeting will have a specific grade focus spanning across at least 2, but no more than 3 grades. During the meetings we will analyze the data, look at student work and decide what is working and /or not working for a particular group of students. Each meeting will discuss at least 4 students. Teachers email the names of the students of concern to the RTI coordinator to discuss. The team will be meeting as a combined PPT/RTI team for every other meeting in order to brainstorm ideas and solutions across the disciplines. The psychologist, guidance counselor, social worker and, if needed speech and occupational therapist will attend these meetings in order to provide relevant input. Please note that interventions may not always be academic. Therefore, best practice dictates that we involve other experts to provide interventions as needed.

**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).

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

**Budget and 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 #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.

- To improve teaching practices through the implementation of New York City Common Core standards in literacy and mathematics. By June 2014, one hundred percent of classroom teachers will improve their effectiveness in the components of Domain 3 to improve their practice in the implementation of the Common Core Standards through the establishment of an instructional focus based on the following components of the Danielson Rubric:  
3b: Using Questioning and Discussion Techniques, 3c: Engaging Students in Learning and 3d: Using Assessment in Instruction

**Comprehensive Needs Assessment**

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

For the 2013-2014 academic year, P.S. 325 the need to have all teachers and students actively involved in the Common Core State Standards Initiative. While we have

been transitioning for this process over the past few years, it is essential for teachers to have a strong understanding of the standards for appropriate implementation. This national initiative has the goal of assuring that all children across the country are given the tools necessary to succeed. The Common Core State Standards Initiative creates a list of high standards and rigorous expectations at each grade level that are uniform across states. It is the hope of this initiative that all students across the country are held to the same expectations so they are able to compete with their peers in the United States and across the world. Students in New York State will be formally assessed using these new standards again this year with the continued roll out of the CCLS and Common Core aligned assessments. In order to assure that all teachers are adapting their practice to these very rigorous standards, teacher development must be emphasized as.

To prepare our students and teachers for the implementation of the standards and new assessments this academic year, P.S. 325 has decided to make this initiative a school-wide priority for the 2013-2014 academic year. In order for our teachers to improve their practice, it is necessary assure that our instruction is rigorous to reflect the higher order thinking skills and demands of the common core.

### **Instructional Strategies/Activities**

Describe the research-based 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.

○ **Strategies/activities that encompass the needs of identified subgroups**

1. Common planning sessions to train teachers in:
  - Continued roll out of CCLS and common core aligned assessments
  - Engaging students in learning
  - Using assessment in instruction
2. Formal Observations (Option #1) and/or Informal Observations using an approved rubric (Option #1 and #2)

○ **Key personnel and other resources used to implement each strategy/activity**

1. To implement this activity, teachers receive professional development from administrators and coaches (K-2 literacy and math, 3-5 literacy, 3-5 math)
2. To implement this activity, administrators observe teachers formally and/or informally according to their selected option.

○ **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. At common planning meetings, teachers, administrators and coaches are using a protocol to look at student work and make instructional decisions to best meet the needs of the students. The progress is monitored throughout this process. Common planning sessions review curriculum and discuss best practices and/or strategies to integrate assessment into instruction and ways to engage students in learning.
2. In order to evaluate the progress of this strategy, administrators are observing teachers formally and informally throughout the school year to assure that teachers are adhering to the curriculum and its mandates. Literacy and math coaches are providing support to teachers in understanding the curriculum and best practices for instruction, including integrating assessment in daily instruction and engaging students in learning.

○ **Timeline for implementation and completion including start and end dates**

1. Common planning meetings will occur all year on a weekly basis from September 2013 until June 2014.
2. Observations will take place throughout the school year, informally and/or formally from October 2013-April 2014.

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

1. At grade level meetings, teachers will discuss ideas for implementation, analyze student work and discuss resources used. Throughout the process, teachers will have conversations discussing what students are learning, how students are learning and why they are learning it. These conversations will allow teachers to discuss what they see in the classroom and begin to think about what is being taught in their classroom in a different manner. The professional development

provided to support the teachers in this process will allow them to improve their teaching practices permanently because the strategies can be applied to different areas of instruction. The emphasis on questioning/discussion techniques, strategies to promote/maintain student engagement; and how to assess students effectively are relevant, regardless of the content being taught. In the adoption of these strategies, it is our hope that all students and teachers will become more comfortable with learning and teaching in this manner. Throughout the process, students will begin thinking about their learning in a different way since they have been exposed to more rigorous activities. This is a way of learning that students will become accustomed to and will be able to demonstrate academic success in mastering the Common Core Learning Standards once they are fully rolled out in a consistent manner. Our teachers will be able to incorporate these strategies plan their own lessons and units that are aligned to the Common Core Learning Standards. Teaching practices will begin to integrate the higher order thinking skills that were embedded in these tasks.

- Administrators will observe teachers formally and/or informally, depending on their selected option throughout the school year and provide teachers with feedback based on their observations using an approved rubric. Teachers then meet with the administrators to discuss feedback and next steps in their teaching. Coaches will support teachers in sharing methodologies that will provide instructional strategies to improve their craft. Administrators are especially looking for implementation of questioning and assessment within instruction. Professional development is provided to teachers based on this feedback from administrators.

***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).

In order to encourage our students to be successful in meeting the needs of the Common Core Standards Initiative, it is important for our parents to be exposed and trained as well. P.S. 325 has decided to hold several Parent Workshops, presented by consultants from Fordham University, to roll out the initiative for parents. At the workshops, parents will learn more information about ways to reinforce the discussion conversations held in class and ways to reinforce content according to teacher assessments.

***Budget and Resource Alignment***

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

<b>x</b>	<b>Tax Levy</b>	<b>x</b>	<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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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***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Passport Voyager Rewards Phonics Core Knowledge Remediation Failure Free Reading	Small group	During the school day After school Saturdays
<b>Mathematics</b>	Go Math RTI Resources	Small group	During the school day After school
<b>Science</b>	Content area instruction using interactive writing and shared reading Tier III content level vocabulary	Small group	During the school day
<b>Social Studies</b>	Content area instruction using interactive writing and shared reading Tier III content level vocabulary Scaffolded instruction to support DBQ strategies	Small group	During the school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Provided by the guidance counselor, social worker and psychologist	One-to-one Small group	During the school day

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

6. All elements of the *All Title I Schools* section must be completed\*.
6. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
7. 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.			
<b>x</b>	<b>School Wide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

**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.
To attract and encourage our current staff to become highly qualified, P.S. 325 plans to provide thorough professional development to our teachers in understanding the Common Core Standards Initiative. Teachers meet during weekly common planning sessions to discuss common core requirements, standards and the Common Core Aligned Tasks with Coaches and Data Specialist. New and tenured teachers are working together to share best practices for implementation.

**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).
High quality and ongoing professional development is provided to teachers from administrators, coaches and data specialists to all teachers and paraprofessionals. The designated staff who are providing this support to teachers attend workshops and trainings held by Central and Fordham PSO to becoming experts in their subject matter/topic before presenting it to teachers.

**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 <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Programs supported from the Federal, State and local services are coordinated to achieve this goal. The Common Core Standards Initiative is one that was created on a national level and adopted by New York State and determined to be a priority by the NYCDOE. P.S. 325 has created initiatives that are aligned to the Common Core Learning Standards and all funds are consolidated to support those programs.

**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.).
In order to assist our youngest students transition into kindergarten, support is provided to both students and families. We are implementing the Common Core Learning Standards in kindergarten and first grades, allowing students to develop their early literacy and math skills using Core Knowledge and GoMath with a focus on learning beginning reading skills and number sense. Students who are identified as at-risk are receiving additional support alongside students who are receiving SETTS according to their IEP mandates. Teachers receive professional development in understanding the learning needs of students and in proper implementation of their curriculum. At the beginning of the year, an open house is held to give families an opportunity to meet their child's teacher and visit the classroom. Parents are also involved in all other activities, including monthly workshops and activities sponsored by our Parent Coordinator and Parents Association.

**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.
In the summer, a committee of teachers met with administrators form our MOSL committee. This group was responsible for researching different assessments and make decisions on the assessment choices that would be most relevant for our population of students. The MOSL committee chose the NYC performance assessments in literacy and mathematics. Throughout the year, all other teachers then received training in understanding the components of the assessment, how to modify their curriculum, and implement strategies related to the assessment measures.

**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).

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## **Parent Involvement Policy (PIP)**

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

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

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

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

### ***SCHOOL-PARENT COMPACT***

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and

parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

## **I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

## **III. Student Responsibilities:**

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

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

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

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

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

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

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

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

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

# P.S.325M

## School – Parent Compact

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

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

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

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

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

estrategias para leer, de como participar, implementar, evaluar y revizar la política de participación del padre en la escuela de su hijo (a)

escolar, esta información para poder contactarlos ha cambiado.

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

**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 <b>06</b>	Borough <b>Manhattan</b>	School Number <b>325</b>
School Name <b>P.S. 325</b>		

### B. Language Allocation Policy Team Composition 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 <b>Gary H. Cruz</b>	Assistant Principal <b>Areliis Javier</b>
Coach <b>Adrienne Reininga</b>	Coach <b>Joseph Espinal</b>
ESL Teacher <b>Matilde Yunsan</b>	Guidance Counselor <b>Luisa Estrella</b>
Teacher/Subject Area <b>Ady Cruz/Bilingual</b>	Parent <b>Sandra Ramirez</b>
Teacher/Subject Area <b>Gabriella Cohen/Mathematics</b>	Parent Coordinator <b>Angela Rijo</b>
Related Service Provider <b>Carmen Morillo</b>	Other <b>Kelly MacDonald DataSpecialist</b>
Network Leader(Only if working with the LAP team) <b>Marge Struk</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>2</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>2</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>1</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>287</b>	Total number of ELLs	<b>113</b>	ELLs as share of total student population (%)	<b>39.37%</b>
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	113	Newcomers (ELLs receiving service 0-3 years)	90	ELL Students with Disabilities	26
SIFE	1	ELLs receiving service 4-6 years	21	Long-Term (completed 6+ years)	2

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	25	1	4	1	0	0	0	0	0	26
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	65	0	19	20	0	3	2	0	2	87
Total	90	1	23	21	0	3	2	0	2	113

Number of ELLs who have an alternate placement paraprofessional: 5

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0	10	16	0	0	0	0	0	0	0	0	26
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>10</b>	<b>16</b>	<b>0</b>	<b>26</b>							

\*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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	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	12	15	17	26	32	7								109
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	1													1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian						1								1
Other		1			1									2
<b>TOTAL</b>	13	16	17	26	33	8	0	0	0	0	0	0	0	113

## 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)	7	3	4	9	12	0								35

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)	0	3	12	8	14	3								40
Advanced (A)	6	8	0	9	10	5								38
Total	13	14	16	26	36	8	0	0	0	0	0	0	0	113

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
4	19	4	0	0	23
5	5	1	0	0	6
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	10	7	6	1	0	0	0	0	24
5	4	2	0	1	0	0	0	0	7
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	0	1	2	3	0	0	0	7
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and 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)	3	5	5	0				
Chinese Reading Test	0	0	0	0				

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

1. 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.

To assess the early literacy skills of our students, we have administered the DRA-2 which provides insights about the reading skills of our English Language Learners. This data helps inform our school's instructional plan by providing teachers with information to guide their teaching.

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

Paste response to question here:

4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Our English Language Learners in bilingual classes are taught Mathematics and Social Studies and/or Science in their native language of Spanish. When students are administered the Schoolnet math benchmark, MOSL and New York State assessments, they are administered the assessment in Spanish. Students who take the assessments in their native language traditionally fare better than English as they are assessed in their native language and language of instruction.

We do not currently administer the ELL Periodic Assessments.

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](#).)

All English Language Learners are administered the DRA-2 as our universal screening. Students are then grouped according to this data to receive targeted interventions within the Response to Intervention (RtI) framework. This data is analyzed and students are placed in the appropriate program for their grade and needs, including Voyager Passport, Words their Way, Rewards, Teaching Basic Writing, as well as the remediation guide for the Core Knowledge Anthology. Additional support is also provided to our newcomers who are literate in Spanish, but do not yet have the English language.

6. How do you make sure that a child's second language development is considered in instructional decisions?  
We make sure that a child's second language development is considered in instructional decisions by analyzing the data of this population of students. We use the data from the NYSESLAT to determine the levels of proficiency in the 4 modalities and identify specific areas of need for individual students. We provide academic support in the curriculum aligned to the Common Core Language Standards. Teachers modify the curriculum to meet the needs of the students according to the data utilizing various ESL methodologies.

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

resources are provided or modified.

## 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](#).)  
The ELL screening process for students begins at the time of registration at P.S. 325. When a student comes to the school to be registered, the office staff, including secretaries, parent coordinator and assistant principal assists the parents to complete all the necessary paperwork. When a new child is admitted for the first time from an outside state or country, an ESL teacher or administrator is called to complete the process. They conduct interviews with the parents and child to determine the student's educational and language background and if a child should be considered SIFE.  
The Home Language Identification Survey (HLIS) is explained in detail and completed with the parents at this point. Based on this information, we determine if a student is a candidate for LAB-R testing. If it is determined that a child is eligible to be tested for the LAB-R, he/she is tested within the first ten days that the student is enrolled in school by one of the two ESL teachers-- Burcu Alp or Matilde Yunsan. After the test is administered and scored, the ESL teacher determines if the child is an English Language Learner and entitled to ESL services. If a student's native language is Spanish, the Spanish Lab is also administered to determine his/her level in Spanish and what skills need assistance in the native language.
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.  
The parents of English Language Learners are given entitlement letters (available in the native language of the parents), explaining the rights of English Learners and invited to a meeting that is held during the day and after school to meet the needs of our parents. At this meeting, the different rights and choices they have are explained. There is an orientation video that is shown and information (pamphlets, parent choice forms and parent surveys) is distributed in the native languages of parents present. The three programs (Transitional Bilingual Education, Dual Language and ESL) are thoroughly explained so parents can complete the Parent Choice Form and determine which program is right for their child. Currently, our school only offers Transitional Bilingual and ESL services and does not have a Dual Language Program. It is explained to the parents that they have the right to choose this program for their children if they request and transfer their child to another NYCDOE public school where this program is offered. A listing of schools and dual language options are provided to parents as requested. Once the appropriate program is chosen for the child, the student is placed in the class. If parents are unable to attend the meeting, they are called and another meeting is rescheduled. If there is no response, the information is provided to parents at Open House (September 27 & 30, 2013) and Parent Teacher Conferences (November 14, 2013).
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](#)].)  
Initially, the orientation (description of programs, entitlement letters, testing, parent survey) happens during the intake process. The majority of parents already know if they want their child in a bilingual transitional class (if the child is a newcomer) or in a monolingual class with ESL services. Sometimes we have parents who register their child coming to school for the first time in the United States and request a monolingual (English) class and we honor their request. The parent survey and entitlement letters are given to parents during registration and children are placed in the requested program. Parents are invited to an orientation meeting to further explain the options that are available. The Assistant Principal and Parent Coordinator work together to reach

out to parents to collect the continued entitlement letters. Currently P.S. 325 only offers one Transitional Bilingual (3<sup>rd</sup>/4<sup>th</sup> grade bridge) and ESL programs in Grades K-5.

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.

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

5. 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.

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

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. 

After reviewing the Parent Survey and Program Selection forms, we have determined a trend in the program choices that our parents have requested. Even though our incoming parents prefer Transitional Bilingual classes for their children, due to a decline in our English Language Learner influx, we can not create bilingual classes in each grade. The trend is that the numbers are going down and the number of newcomers is much less than we had before. As newcomers arrive in the older grades (3<sup>rd</sup>-5<sup>th</sup>), parents are choosing the bilingual programs, while the parents of our newcomers in the early grades (kinder-2<sup>nd</sup>) are opting for monolingual classes with ESL services to accelerate their acquisition of the English language at an early age. We also had a number of our students who are identified as English proficient move from bilingual to monolingual classes at their parent request.

In a review of our numbers, 54 English Language Learners, including kindergarten students, were newly admitted to P.S. 325 during the 2013 school year. Of this group of new admissions, 30% of students were placed in bilingual classes and 70% in monolingual classes with ESL services based on parental choice.

## 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])?

Instruction is delivered to our English Language Learners by licensed ESL, Common Branch and Bilingual teachers.

P.S. 325 offers instruction to ELLs through Transitional Bilingual Education (Spanish and English) classes or ESL support provided through a pull-out model for grades K-1 and a push-in model for grades 2-5 for ELLs in monolingual classes. Students in ESL are taught in English using ESL methodologies during content instruction in collaboration with regular classroom teachers to provide language acquisition and vocabulary support while retaining content instruction time.

Students are grouped homogeneously with all monolingual English Language Learners in one classroom so all support services can be focused.

The curriculum and instruction at the school are closely aligned to instructional goals and applicable grade level common core standards. Teachers use differentiated instruction strategies and provide adequate materials to address the needs of all students. In order to accelerate achievement for ELL students, academic language and vocabulary development is aligned to grade-level reading and writing demands, integration of technology (tools, websites and software with adaptations) and arts, use of scaffold and differentiation to help ELLs meet the standards, as well as providing native language development and support.

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 organization of our staff and resources ensure that the mandated number of instructional minutes is provided according to the proficiency levels of each program model that is offered. There are two full-time licensed ESL teachers to provide services to English Language Learners in monolingual classrooms. All ELLs are grouped in the same monolingual class to provide the most support. There is one Transitional Bilingual 3<sup>rd</sup>/4<sup>th</sup> grade bridge class with a licensed bilingual teacher. SETTS students in that class receive support services from a licensed bilingual special education teacher.

Student and teacher schedules have been designed to provide the appropriate amount of instructional minutes to students in ESL, ELA and NLA, as mandated by the CR Part 154. All Beginner and Intermediate students receive 360 minutes (8 periods) per week of ESL, while Advanced students receive 180 minutes (4 periods) of ESL and 180 minutes (4 periods) of ELA instruction. For our students in the transitional bilingual class, 2 periods (90 minutes) of instruction is provided each day in the Native Language Arts with 1 period (45 minutes) for students who are Intermediate or Advanced.

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.

Content area instruction is provided in a manner to support the needs of our English Language Learners. In Transitional Bilingual classes, mathematics and science or social studies (depending on the grade) is taught daily in Spanish. The classroom and school

library has books available for students to read in English and Spanish to provide opportunities for students to learn about content during the school day. Each classroom also has internet-accessible computers so students can have access to websites, newspapers and other resources available in different languages. Teachers use ESL strategies when teaching content area so students are able to develop their native and English as a second language skills and transfer information from one language to another.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
To ensure that all English Language Learners are evaluated appropriately in their native language, P.S. 325 administers assessments in native languages to students. Teachers in bilingual classes are continuing to use Villa Cuentos to teach Native Language Arts. In mathematics, all classes, grades K-5, are implementing the Go Math! Curriculum. These resources have been provided to our Transitional Bilingual Class in Spanish for math instruction in the native language of the students. All assessments and performance tasks are also administered in Spanish. The New York State and New York City Mathematics assessments that are administered are provided to students in their native language. Spanish translations are provided to students in testing grades for these assessments and testing accommodations for ELLs are provided. Students in bilingual classes (grades 3/4) are administered the ELE each spring to assess their Spanish skills.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
To ensure that ELLs are appropriately evaluated in all four modalities: reading, writing, listening and speaking; ESL teachers are designing activities to reinforce and assess the different modalities for ELLs in monolingual classes. The Voyager Passport intervention program that is being used focuses on assessing and teaching the fluency and comprehension of students. During ELA/ESL curriculum in bilingual classes focuses on listening and learning skills, read-alouds, writing responses and speaking/accountable talk. We are also utilizing Failure Free Reading, which is a computer based program which integrates the different modalities.
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).

During the 2013-2014 school year, we will be providing strategic support to all students in English Language Arts. ESL teachers are pushing in to provide support services to students during ELA or content area instruction. For the daily literacy block, classes will be using Core Knowledge Skills and Listening/Learning domains for grades K-2 and Expeditionary Learning modules for grades 3-5 using ESL methodologies and focusing on the use of the ESL resources for ELL students. For grades K-2, the Core Knowledge block is divided into two 45-minute components: Listening and Learning; and Skills which focuses on phonics and decoding. The Core Knowledge Language Arts Listening and Learning Strand is designed to help students build the background knowledge and vocabulary critical to listening and reading comprehension. This strand is focused around read-alouds and oral language exercises. The decoding and phonics skills needed for future independent reading are taught separately in the Core Knowledge Language Arts Skills Strand. In this component, the lesson format allows teachers to introduce the read aloud, present the read aloud and discuss the read aloud. For the second component, the Core Knowledge Skills strand provides intentional and systematic support in building decoding skills. Reading and writing are taught in tandem, reinforcing each other. The two strands complement each other, building the requisite decoding and comprehension skills that comprise fluent, mature reading. The teaching of the two strands, however, need not be correlated, i.e., teachers may provide instruction and practice in a given unit of the Skills Strand as needed, while moving on to new topics and anthologies in the Listening and Learning Strand. For grades 3-5, Expeditionary Learning will be used for the full ninety minute block. The curriculum is built on rich and compelling topics that are supported by great books and worthy informational texts. Daily lessons are written at a level of detail that helps teachers envision and implement key instructional routines, such as scaffolding students toward high quality writing, or conferring with students to push them to cite evidence from text.

For ELLs who are SIFE and/or have been in US schools for less than three years (newcomers), we will:

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

including Special Education classrooms.

- \* A second full-time teacher will be in the classroom for all subject areas to differentiate and provide instruction to students
- Students will also receive differentiated instruction when needed. Grouping will be determined according to data collected during testing, portfolio assessments, and teacher observation.

For ELLs who have been receiving services 4-6 years, we will:

- This year, the ESL teacher will be servicing students with a push-in co-teaching model. They will receive 8 periods (45 minutes) of ESL support. ESL teachers will use ESL strategies and methodologies to deliver academic content area instruction and provide additional support to students, including students with an IEP.
- Teachers will use ESL strategies to deliver academic content area instruction and provide additional support to students, including Special Needs students.
- ESL instruction will be provided by fully certified teachers.
- Students will receive intensive ESL instruction that will integrate listening, speaking, reading and writing activities through a thematic approach that will be correlated to topics and themes discussed in class.
- \* Students will receive intervention services using Rewards, Passport Voyager, Words their Way in ELA or GoMath Grab and Go RTI materials for math.
- Students will also receive differentiated instruction when needed. Grouping will be determined according to data collected during testing, portfolio assessments, and teacher observation.
- Independent reading time according to their reading level

For Former ELLs (in years 1 and 2 after becoming proficient), we will:

- Ensure that they receive all ELL testing accommodations
- Continue articulation and support with the ESL teacher, as needed
- Students will also receive differentiated instruction when needed. Grouping will be determined according to data collected during testing, portfolio assessments, and teacher observation.
- Independent reading time according to their reading level

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?

Our students who are ELL-SWD are provided access to academic content areas and accelerate their English language development. We recognize the needs of our diverse learners and use best practices to meet those needs. Teachers regularly monitor student progress and tailor instruction according to the needs identified. Skills that are not mastered are retaught in small groups and instruction is modified to assure mastery. All ELLs with IEPs receive related services as indicated on their IEP. Monolingual students in Self-Contained Classes receive ESL push-in support according to the mandates of their IEP and CR-Part 154. Bilingual students receive SETTS services from a licensed bilingual special education teacher. ELL students are also receiving Tier II interventions from specialized intervention teachers, according to the mandated cut scores.

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?

The school uses curricular, instructional and scheduling flexibility to meet the diverse needs of our ELL-SWDs in the least restrictive environment. ELL students with IEPs receive instruction according to their targeted needs. All ELLs with IEPs receive related services as indicated on their IEP. Students are offered extra support in the following ways:

- \* Saturday Academy for all English Language Learners using a specialized computer-based program Failure Free Reading
- \*Instruction using a co-teaching model
- \*Second teacher in the classroom for our newcomers
- \*Math Academy to provide test prep taught in the native language of students
- \*RTI services provided to students identified according to cut-scores using Voyager Passport, Rewards or Teaching Basic Writing

### 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

**Courses Taught in Languages Other than English **

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

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

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

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

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

**Native Language Usage and Supports**

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

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

## B. Programming and Scheduling Information--Continued

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.

ELLs who are identified as at-risk according to New York State mandates are receiving intervention services in ELA and Math. All intervention team members will be assessing students throughout the year. All students were administered DRA-2 as our universal screening and throughout the year, students will need to be progress monitored as part of the intervention process. Progress monitoring will occur every 4 weeks for all intervention teachers in ELA utilizing the DRA 2 progress monitoring component.

All students will be placed in a teaching group that is reflective of the assessments. It is important to identify the needs of the students and group them accordingly. After 10 weeks, we will re-asses the groups and move children as needed.

The following materials will be used for ELA interventions

- A) Words their Way- will address phonics deficits in 3rd grade.
- B) Rewards Reading – will address phonics deficits in grades 4 & 5
- C) Passport Voyager will address fluency and comprehension in grades 3,4,5
- D) Failure Free Reading

Intervention teams will meet together every 2 weeks to discuss trends and student needs. Every other meeting, the team will meet with the Pupil Personnel Team to discuss cases that require further review. After 8 weeks, the team will meet to discuss next steps for individual students. During the RTI meetings, teachers bring work samples, and data for individual children. During the meetings we will analyze the data, look at student work and decide what is working and /or not working for a particular group of students. Each meeting will discuss at least 4 students.

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

All students, including English Language Learners, were administered our universal screening--the DRA-2 and were grouped according to the data to receive intervention services. The RTI/ESL committee meets regularly to monitor progress of the students. The children will be tested three times throughout the year, with cycle 1 just being completed. After we have completed cycle 2, we will look at pre and post data to measure the effectiveness of our program.

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

This year, we revamped our Saturday Academy to specifically address the needs of our English Language Learners using a new computer program--Failure Free Reading that includes the four modalities. Depending on the success of this program to include more students.

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

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

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

All English Language Learners are entitled and afforded the same programs as all other students. English Language Learners are included as part of our Saturday and Math Academies. They are also invited to participate in all extra-curricular activities, music and theatre programs, as well as America Scores (which includes poetry and soccer).

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

Different instructional materials, including technology, are used to meet the learning needs of our English Language Learners. Each classroom is equipped with at least two desktop computers with access to computer software and internet resources to support student learning. Each classroom has a SmartBoards to provide access to interactive technology to our students. Other instructional materials, including manipulatives, charts and centers are used to support students.

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

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

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

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

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.

To support the newly enrolled ELL students in our school, specific interventions are provided. This population of students is provided with academic resources for newcomers, including the mandated ESL and native language arts periods and invitations to our Saturday Academy, which provides additional ESL instruction and transition. We also help parents of newcomer students with school supplies the child may need.

18. What language electives are offered to ELLs?

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

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:

## 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.

1. Teachers of English Language Learners are provided with regular professional development to meet the needs of their students. The school-based coaches (literacy/math grades K-2, literacy 3-5, math 3-5) provide support to all teachers through demo lessons, observations, inter-visitations, sharing instructional resources and methodologies, common planning and regular feedback. Each week, grade level teams meet for a two period planning block to discuss student needs and collaborate on weekly lessons. The ESL teachers attend the meetings each week and regularly share best practices for English Language Learners with the teachers while planning for the week's lessons. Support is also provided through ESL consultants and support staff from our PSO, Fordham University. All new teachers receive a mentor who provides additional support in the teaching of our ELL population. Administrators provide regular feedback to teachers from informal and formal observations, classroom environment checklists and portfolio reviews. The implementation of ESL methodologies is a particular focus during these reviews for the teachers of our ELL students. ESL methodologies are also reviewed during Chancellor's Day Professional Development and Monthly Staff Conferences. At these sessions, our assistant principal, paraprofessionals, psychologist, OT/PT and speech therapists are present and participate.

2. 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. During weekly common planning sessions with coaches, monthly staff conferences and Chancellor's Day Professional Development sessions, teachers work on unpacking the Common Core Learning Standards and discussing the new expectations required of students, specifically ELLs.

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

4. As per Jose P., all staff (including those of non-ELL students) were provided the 7.5 hours of mandated ELL training. These records are kept on file in the "Professional Development" and "English Language Learners" Teachers receive professional development on ESL methodologies, strategies and understanding the Common Core Standards for ELL students. The Binder kept by the Assistant Principal.

## 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?
  1. All parents are encouraged to be involved in the P.S. 325 school community. The parents of ELLs are invited to participate in all schoolwide activities and join the Parents Association. The Parents Association holds monthly meetings with parents, our Parent Coordinator and PSO consultants. The meetings share resources for parents on relevant concerns (health, homework help, ways to support your child in preparing for NYS assessments and other topics as requested) and are translated to support the parents attending.
  2. The school partners with other agencies and Community Based Organizations, including Heritage Health Services to provide workshops and resources for the parents. Fordham University regularly provides resources to support our parents.
  3. The parents of P.S. 325 are actively involved in the Parents Association and regularly express concerns with the leadership team of the PA, member of the School Leadership Team, Parent Coordinator or Principal. The different support staff is able to evaluate the needs of parents and provide resources as requested.
  4. The parental involvement activities address the needs of our parents by providing resources for them to help their children succeed both in the classroom and at home. Based on the feedback from parents and conversations with the Parent Coordinator, parent programs are implemented.

## 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.

All information relevant to our Language Allocation Policy has been included throughout this report.

## Part VI: LAP Assurances

**School Name: PS325**

**School DBN: 06M325**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Gary H. Cruz	Principal		
Areli Javier	Assistant Principal		
Angela Rijo	Parent Coordinator		
Matilde Yunsan	ESL Teacher		
Sandra Ramirez	Parent		
Gabriella Cohen	Teacher/Subject Area		
Ady Cruz	Teacher/Subject Area		
Adrienne Reininga	Coach		
Joseph Espinal	Coach		
Luisa Estrella	Guidance Counselor		
Marge Struk	Network Leader		
Carmen Morillo	Other <u>Related Services</u>		
Kelly MacDonald	Other <u>Data Specialist</u>		
	Other		
	Other		

## **Language Translation and Interpretation 2013-2014 to 2014-2015**

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

**DBN: 06M325      School Name: PS 325**

**Cluster: 551      Network: Fordham University**

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

### **Part A: Needs Assessment Findings**

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

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

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

According to our home language surveys and preferences identified by our parents, we determined the following translation needs of our school:  
-Spanish: 96.4%  
-Other (Albanian, Arabic, Africanese, French): 3.6%

## 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.

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

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

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

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

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

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: PS 325	DBN: 06M325
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" 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 type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 90
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: 28
# of certified ESL/Bilingual teachers: 5
# of content area teachers: 23

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

P.S. 325 has been offering various "After School" programs for ELLs in monolingual classes and bilingual students since October 2013, after school to students in grades 1-5. The objective of this program is to offer both academic and extracurricular activities for students in English.

The program provides extra support to students in mastering grade appropriate standards and skills according to curriculum mandates, reinforce struggling literacy and math skills, explore project based learning, and provide additional instruction, using ESL methodologies to ELL students in grades 1-5.

"Added Time" is a program that provides 20-minutes of additional instruction in literacy to ELLs in grades 1-5 from 3:10-3:30 every Tuesday, Wednesday and Thursday. During this time, teachers and students are working in small groups to provide support in vocabulary development, basic comprehension skills and focusing on fiction text. Twenty-eight teachers, including bilingual and ESL are participating in this program.

"Extra Support" is a program that provides additional instruction to ELLs in grades 3-5 from 3:30-4:45 every Tuesday, Wednesday and Thursday. During this time, teachers and students are working in a smaller class ratio (14:1) and focusing on reading and understanding nonfiction text. The purpose of the academy is to continue providing reading practice to these students, as well as an opportunity to hone their written response skills. During Reader's Write Academy we use Time for Kids articles to reinforce skills learned during Expeditionary Learning lessons, allow students to apply comprehension skills, have discussion and debates, and produce clear and concise on-demand opinion writing using text-based evidence. Five teachers, including bilingual teachers and those who support ELLs, are participating in this program.

"Math Academy" is a program that provides additional math instruction to students in grades 2-5 from 2:30-4:00 every Monday and Friday. All students in these grades are invited to attend. The purpose of the academy is to reinforce common core math standards that students are being taught during the school day and provide additional support in struggling concepts. This time is dedicated to support students in building their fluency of basic facts, gain a deeper conceptual understanding of content and be given opportunities to apply what they have learned in real world situations. Ten teachers, including bilingual and those who support ELLs, are participating in this program.

This initiative will serve approximately 120 ELLs. In all, 28 teachers, including bilingual, ESL and teachers who support ELLs will be paid with these funds.

### Part B: Direct Instruction Supplemental Program Information

The program will begin October 2013 and continue through April 2014 for a duration of six months.

### Part C: Professional Development

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

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

Begin description here:

Consultants and support staff from our Fordham PSO will provide professional development on literacy and writing strategies, understanding ESL methodologies, strategies for Students with disabilities, as well as support in mathematics and understanding the new common core expectations. This professional development is provided to all teachers, grades K-5, including out of classroom and intervention teachers.

Professional development is provided to teachers during common planning sessions on the following days:

Monday: 1st grade 8:45-10:15 AM

Tuesday: 2nd grade 10:15-11:50 AM

Wednesday: 3rd grade 12:40-2:20 PM

Thursday: 4th grade 11:05-12:40 PM

Friday: kindergarten 8:45-10:15 AM

Friday: 5th grade 11:05-12:40 PM

Friday: Out of classroom/intervention teachers 8:00-9:30 AM

This is a service provided by our PSO, so there is no cost involved.

### Part D: Parental Engagement Activities

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

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

Begin description here:

Consultants and support staff from our Fordham PSO will provide parental workshops on various topics,

**Part D: Parental Engagement Activities**

including test taking strategies, understanding literacy and writing strategies, ways to support students at home using hands-on manipulatives and understanding the new common core expectations.

Parents will be notified via flyers, during Parent Association meetings, Global messages and through our Parent Coordinator. Our Parent Coordinator will be responsible for recruiting parents and set up the class for the instructor.

**Part E: Budget**

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

Allocation Amount: \$14796

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>	\$14,796	Added Time: 1 hour per week for 28 teachers Extra Support: 3.75 hours per week for 5 teachers Math Academy: 3 hours per week for 10 teachers \$50.40 per hour for teachers = 293.5 hours of per session activity
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>		C
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	????	
Educational Software		

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$14796

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(Object Code 199)		
Travel		
Other		
<b>TOTAL</b>	\$14,796	