



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**School Name:** PS 25X  
**DBN (i.e. 01M001):** 07x025  
**Principal:** CARMEN V. TOLEDO  
**Principal Email:** CTOLEDO@SCHOOLS.NYC.GOV  
**Superintendent:** YOLANDA TORRES  
**Network Leader:** ELMER MYERS

**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
Carmen V. Toledo	*Principal or Designee	
Myrna Connolly	*UFT Chapter Leader or Designee	
Sandra Vaca	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Virginia Olavarria	Member/	
Edna Velez	Member/	
Luisa Cruel	Member/	
Julia Harrison	Member/	
Cecilia Lopez	Member/	
Sonia Feliciano	Member/	
Alejandra Salas	Member/	
	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>X</b>	<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
<b>X</b>	▪ 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>X</b>	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>X</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.

To deepen teachers' understanding of what high-quality instruction "looks like" by implementing the teacher effectiveness program from Charlotte Danielson's Framework for Teaching. By June 2014, all teaching staff will have participated and shown evidence of effective practices in planning and 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 order to implement the CCLS in all subject areas, teachers must engage in self-reflection and engage in discussion with administrators and pedagogical staff in order to enhance and improve their performance. PS 25 progress report 38% of our student in grades 3-5 meet NYS standards. While our data shows gradual progress the data still demonstrates the need to provide a variety of strategies to address the skills needed in every child. Therefore, by participating in the professional development teachers will not only reflect on their performance but, more importantly analyze and improve the impact of their individual student performances.

### **Instructional Strategies/Activities**

Describe the research-based 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**

The professional development's main focus is in assessing student's varied abilities and developing target goals for every individual student. Classroom teachers, specialty teachers, and support staff will engage in professional development focusing on reading strategies, especially for SWD and ELL's. Weekly RTI meetings are scheduled to analyze individual student cases.

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

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

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

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

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

We began the training and unwrapping the purpose, rationale and goals for the program with target teachers in July 2013. The remaining school community began their engagement Sept. 2013 and is expected to show mid progress January 2014 and final analysis July 2014 based on teacher performance practices reflections, student progress and state exam results

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

1. School schedule will reflect the time and days for professional development and RTI/AIS.

### **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).

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

Parent workshops provided in the focus of CCLS in the subjects of ELA, Math, Science and Technology at our monthly Second Cup of Coffee session and Saturday Parent Institute.

### **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	Title IA	Title IIA	Title III	Set Aside	Grants

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

Tax Levy Citywide Instructional Support  
Tax Levy FSF  
SWP

Allocations will provide professional development for all teachers afterschool and ongoing during the year in consultation with the network and New Generation Consultant. Common planning periods, intervisitations and workshops.

### **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.

***ELA: Further support the city wide instructional initiative on the CC speaking and listening Standards, a school wide Accountable Talk Read Aloud program will be implemented with a focus on Listening Standard 1 and Language Standard 6 Explicit, systematic, sequenced instruction for increasing students' vocabulary depth and productive skills through Interactive Read Alouds.***

***By June 2014, 90% of the teaching staff will demonstrate effective practices in student engagement and as a result student will be able to make a year's progress.***

#### **Comprehensive Needs Assessment**

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

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

#### **Instructional Strategies/Activities**

Describe the research-based 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 the speaking and listening standards for all students. All teachers will engage students by modeling "Accountable Talk" quality discussion and higher order thinking question. The modeling and engagement will lead to students' ability to engage in similar practices that enhance vocabulary, oral language development which leads to higher reading comprehension skills. Teachers will begin to implement the "Triad" model to increase student discussion and engagement

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

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

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

Teachers meet weekly to plan and engage in units of study, projects and analyzing student work. Teachers are engaged in action research as well as inquiry team during the Professional Learning Community (PLC) Sept. 2013-June 2014, during this time, students' progress are analyzed every 6-8 weeks. Parents are given a progress report that demonstrates this area.

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

1. Sept. 2013-June 2014, during this time, students' progress are analyzed every 6-8 weeks. Parents are given a progress report that demonstrates goal progress and expectations.

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

1. Subgroup of teachers will begin the understanding and implementation of "Triads" in their lessons to increase student verbal participation.

**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).

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

**Budget and Resource Alignment**

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

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

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

Tax Levy Citywide Instructional Support  
Tax Levy FSF  
SWP

Allocations will provide professional development for all teachers afterschool and ongoing during the year in consultation with the network and New Generation Consultant. Common planning periods, intervisitations and workshops.

**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.

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

***By June 2014, 95% of the teaching staff will demonstrate an increase of effective instructional practices resulting***

**Comprehensive Needs Assessment**

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

**As a result of the 2013 Math state exam and informal assessments conducted throughout the 2012-2013 school year, we found that students face a challenge in solving multi-steps problems. Aligned with the ELA language and vocabulary goal, students need improvement on explaining their thinking thru writing and discussions in order to meet NYS CCLS.**

**Instructional Strategies/Activities**

Describe the research-based 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**

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

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

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

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

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

1. Teachers are involved in the planning, preparation and goal setting of this process. As they meet weekly, than can reflect and make the necessary implications to meet the needs of all students

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

1. **Sept. 2013-June 2014, during this time, students’ progress are analyzed every 6-8 weeks. Parents are given a progress report that demonstrates this area.**

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

Scheduled will reflect the time for the activities to take place.

**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).

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

**TBudget and Resource Alignment**

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

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

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

Tax Levy Citywide Instructional Support  
 Tax Levy FSF  
 SWP

Allocations will provide professional development for all teachers afterschool and ongoing during the year in consultation with the network and New Generation Consultant. Common planning periods, intervisitations and workshops.

**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.

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

**Comprehensive Needs Assessment**

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

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

**Instructional Strategies/Activities**

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

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

1. The multimedia specialty teacher will engage in interdisciplinary planning to provide students with the resources available to enhance their daily learning

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

1. While our goal is to ensure all students are given the same opportunity as aligned to the CCLS, grade 4 and 5 will show evidence of the collaborative work classroom teachers and specialty teachers engage in.

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

**Its implementation period begins Sept. 2013-June 2014, while monitoring process and analysis occurs throughout the year.**

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

1. The school schedule reflects the times and session for this collaborative work.

**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).

- Parent workshops are provided throughout the year via.
- First Friday Second Cup of Coffee
  - Monthly PA meetings
  - Title I PAC workshops
  - Saturday Academy

**Budget and Resource Alignment**

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

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

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

- Tax Levy Citywide Instructional Support
- Tax Levy FSF
- SWP
- Allocations will provide professional development for all teachers afterschool and ongoing during the year in consultation with the network and New Generation Consultant.
- Common planning periods, intervisitations and workshops.

**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.

Writing in the context area of social studies to demonstrate process and prompt responses. By June 2014, all students in grades 2-5 will have the opportunity to engaged in varied writing structures demonstrating an increase of one year's progress

**Comprehensive Needs Assessment**

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

Based on the 2013 ELA results and Fountas & Pinnell writing results shows a lack of structure , stamina and detail writing for our 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.

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

1. Teachers engage in analyzing student work to identify areas of need and strengths.

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

1. Teachers will be provided with professional development in the area of conferences and writing process within each unit of study.

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

1. quarterly assessments, end of unit assessments and targeted students are assessed every 6-8 weeks.

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

1. Sept. 2013-June 2014

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

1. Weekly schedules, after-school and Saturday Academy are in place for support

**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).

Parent workshops are provided throughout the year via.

First Friday Second Cup of Coffee

Monthly PA meetings

**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	Title IA	Title IIA	Title III	Set Aside	Grants
---	----------	----------	-----------	-----------	-----------	--------

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

Tax Levy Citywide Instructional Support

Tax Levy FSF

SWP

Allocations will provide professional development for all teachers afterschool and ongoing during the year in consultation with the network and New Generation Consultant.

Common planning periods, intervisitations and workshops.

### 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>	<ul style="list-style-type: none"> <li>• Foundations (grades 1 -2)</li> <li>• RTI grades 1-5</li> <li>• Phonemic Awareness (K-3)</li> <li>• Guided Reading/Conferences (K-5)</li> <li>• ELA “power Hour” (graded 3-5) during school day/after-school</li> <li>• DEAR Time (grades 2-5) School day</li> </ul>	All programs and strategies are held in small groups or one to one depending on the varied needs. The supports target all subgroups and grades.	<ul style="list-style-type: none"> <li>• ASPIRA (K-5) after-school Program</li> <li>• Saturday ELA/Math Academy (grades 3-5) After-school Program</li> </ul>
<b>Mathematics</b>	<p>Guided math/Conferences (K-5) during school day/ after-school</p> <p>Math Clinic (graded 3-5) during school day/after-school</p>	All programs and strategies are held in small groups or one to one depending on the varied needs. The supports target all subgroups and grades.	<ul style="list-style-type: none"> <li>• ASPIRA (K-5) After-school Program</li> <li>• Saturday ELA/Math Academy (grades 3-5) After-school Program.</li> </ul>
<b>Science</b>	<p>Exploration center/language development.</p> <p>Science content is included in ELA AIS services and extended day focus.</p>	All programs and strategies are held in small groups or one to one depending on the varied needs. The supports target all subgroups and grades.	<ul style="list-style-type: none"> <li>• During School Day</li> <li>• Saturday Academy</li> </ul>
<b>Social Studies</b>	Social Studies content is included in ELA services and extended day focus. Unit of study are interdisciplinary	All programs and strategies are held in small groups or one to one depending on the varied needs. The supports target all subgroups and grades.	<ul style="list-style-type: none"> <li>• During School Day</li> <li>• Saturday Academy</li> </ul>
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	<p><b>After-school at risk</b> for students identified</p> <p><b>ACS</b> – crisis intervention and follow-up on identified students</p> <p><b>Conflict Resolution</b> during lunch periods</p> <p><b>Student Leadership Council</b> during lunch periods supported by the Student Advisor</p> <p><b>Guidance Lessons</b> for selected grades</p> <p><b>CAPP</b> child abuse prevention program, bully prevention program for selected grades</p>	School psychologist, social worker, AIS providers work collaboratively with the guidance counselor and social worker. All three professional engage in the RTI team to support targeted students.	During day school Thursdays PLC (extended day)

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

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

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

**Title I Status**

Indicate with an "X" your school's Title I Status.			
<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.
As of Sept. 2013, all teachers are highly qualified. The average teacher has more than 10 years in the building.

**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).
Through our professional Learning community scheduled time, teachers engage in curriculum development, planning, assessment and Danielson's teaching practices to increase student performance

**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.).
The school provides students in temporary housing with back packs filled with materials and tools for learning. We provide students with PE uniforms. The school also provides resources for students and parents in violence prevention awareness, especially "bullying" & "Cyber-bullying".

**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.).
We conduct open house and transitional workshops for students and their families. We conduct in house parent survey to best support the families.

**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.
Our teachers engage in analysis, discussion, and reflective recommendations in order to support student achievements aligned with CCLS

**TA Schools Only**

**Use of Program Resources**

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

**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).
N/A

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

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

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

---

**Parent Involvement Policy (PIP) Template**

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

**I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

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

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

## **III. Student Responsibilities:**

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

**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>07</b>	Borough <b>Bronx</b>	School Number <b>025</b>
School Name <b>The Bilingual School</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>Carmen Toledo Guerrero</b>	Assistant Principal : <b>Maria Bonano</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher : <b>Jackie Garcia</b>	Guidance Counselor <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator : <b>Dorothy Gutierrez</b>
Related Service Provider <b>Maria Lopez</b>	Other <b>ESL Coordinator Jackie Garcia</b>
Network Leader(Only if working with the LAP team) <b>type here</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>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>12</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>2</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program		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	

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>434</b>	Total number of ELLs	<b>107</b>	ELLs as share of total student population (%)	<b>24.65%</b>
--	------------	----------------------	------------	---	---------------

## 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): Eng/Span
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	To t#
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	14	18	14	17	15	18								96
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
SELECT ONE	2	1	2	1		5								11
SELECT ONE														0
<b>Total</b>	<b>16</b>	<b>19</b>	<b>16</b>	<b>18</b>	<b>15</b>	<b>23</b>	<b>0</b>	<b>107</b>						

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	107	Newcomers (ELLs receiving service 0-3 years)	88	ELL Students with Disabilities	21
SIFE	0	ELLs receiving service 4-6 years	17	Long-Term (completed 6+ years)	1

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	79	0		16	0		1	0		96
Dual Language		0								0
ESL	11									11
Total	90	0	0	16	0	0	1	0	0	107

Number of ELLs who have an alternate placement paraprofessional:

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	14	17	14	17	15	21								98
French Fulani						3								3
SELECT ONE														0
<b>TOTAL</b>	<b>14</b>	<b>17</b>	<b>14</b>	<b>17</b>	<b>15</b>	<b>24</b>	<b>0</b>	<b>101</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	2		2	1		2								7
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1				3								4
<b>TOTAL</b>	2	1	2	1	0	5	0	0	0	0	0	0	0	11

## 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)	11	7	1	4	3	9								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)		3	4	7	1	4								19
Advanced (A)	8	7	8	10	6	14								53
Total	19	17	13	21	10	27	0	0	0	0	0	0	0	107

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	6	2			8
5	11	5	2		18
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	6		3						9
5	13		8		4				25
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	6		2		11		7		26
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)								
Chinese Reading Test								

**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.

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

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

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Data analysis and breakdown of state exam scores show that students in grades four and five performed well in most of the targeted areas. in state assessments. Our students are assessed through teacher made assessment based on the monthly units of study and performance tasks. Teachers use theme based learning to support both language experiences. We found that in the NYSESLAT our Ell students still needed support in the areas of reading comprehension and writing and the units of study created are specifically geared to these needs.

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](#))

Based on data collected and analyzed, our focus for instruction/students is to create action plans based on student proficiency level and need in order to offer an array of hands on-teacher facilitated experiences that will develop and strengthen not only reading and writing, but oral language as well. Through the use of book clubs, independent reading as well as read-alouds where teachers engage students in, accountable talk triads, rigorous collaborative book discussions and debates using open ended questions based on Blooms Taxonomy higher order critical thinking in both English and Spanish. Assessment data will be used to support and drive instruction that is differentiated into individual student proficiency levels in either language.

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?

Because there are many complex factors that influence our Ell students, upon data analysis we found that students demonstrate deficiencies in the areas of reading and writing, which in turn impact greatly when students have to read and then respond in writing during the ELA, Science and Math State assessments. Based on our findings; we provide teachers with lessons-units that are rich in content. Teachers do read alouds that are rich in topics of interest that promote group discussions and dialogue; students are challenged to create open-ended questions in order to engage in the big idea of the topic or issue being addressed. The objective is to make students motivated learners and thinkers who share ideas, thoughts and opinions orally and in writing, through different

types of genres, purposes and formats. Throughout the years we have found that although our Ell population can decode well, they still struggle with comprehension of text genres, using background knowledge, and scaffolding a retell that supports their understanding of the text they have read. Native language is used to support Math and ELA skill in focus and skills in review.

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.](#))

Once action plans and profiles are created, we analyze and hone in on specific skills and comprehensions strategies that we see as pattern among our Ell population. We assure that small group instruction is done throughout the day, where all competencies are equally addressed. Students are monitored for understanding throughout to ensure that the goals set for each student are achieved.

Student oral language development, writing, and understanding are then assessed in a variety of ways; performance task based on specific units of study, running records in English/Spanish, and quick writes to ensure that students are using the skills they have learned throughout the small group work provided to support their individual needs.

6. How do you make sure that a child's second language development is considered in instructional decisions?  
Students' cultural and linguistic backgrounds are taken into account when units of study are created, for lesson planning, as well as covering specific content areas. Learning experiences are connected to students' native language, so students are able to tap into their life experiences, in order to make self to text, self to world and text to text connections.
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?
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
For the past five years we have met our AYP goals with our ELL population. NYSESLAT ELL assessment has continuously shown improvement and growth.

## 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](#).)  
At registration, parents are administered the HLIS in the parent's language of choice. An ESL teacher is present to explain the HLIS to the parent. The ESL teacher conducts an informal oral interview with the parent and child in English to identify those students who may be eligible for LAB R testing. Staff who are fluent in the family's native language are also present to conduct an informal oral interview with the child in the native language. If necessary, the school will utilize the DOE Over-the-Phone Interpretation services to facilitate this process. The parent then completes the HLIS form. Through this process, the ESL teacher is able to identify those children who are eligible for LAB R testing. Next, an ESL teacher individually administers the LAB R to students who are eligible for LAB R testing within the first ten days of enrollment. Students who are Spanish dominant and do not score proficient on the LAB R are then administered the Spanish LAB within the first ten days of enrollment. In the event that the ESL teacher is unavailable to conduct the initial screening, administer the HLIS, and/or administer the LAB R and/or Spanish LAB, a trained pedagogue such as the Assistant Principal may complete the ELL identification process described above within the first ten days of enrollment.
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.  
In an effort to ensure that parents are well aware of the different programs and choices available at P.S. 25, the Bilingual Coordinator/ELL Teacher in collaboration with the Parent Coordinator, administrators and teachers, conduct Parent Orientation sessions within 10 days of student registration throughout the school year. The sessions are offered at different times of the day to accommodate working parents. At these sessions, parents are informed about the three ELL programs by viewing the DOE ELL

Parent Orientation Video. This video informs parents about the instructional programs available to English Language Learners. The Bilingual Coordinator in collaboration and the Parent Coordinator, teachers distribute and discuss the ELL Parent brochure. Parents are provided brochures in English and/or with translated materials if they speak a language other than English. A parent survey and program selection form is distributed. Parents are encouraged to complete the form at the school in order to ensure their child receives entitled services as soon as possible. The Parent survey and selection forms are reviewed, copies are maintained, in addition to all ELL parent letters by Ms. Garcia. As a follow-up, we call parents who did not attend orientation, informing them of their child's entitlement to ELL services and invite them to a Parent Orientation session. This information is sent via postal mail to the parents whom we have been unable to reach via the telephone. They are then given the opportunity to meet with the ESL service provider to discuss concerns, questions, or issues they may have concerning the programs described to them on the video viewed during the orientation session. Once a selection has been made by the parent, the school will place the students in the selected program.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
The ESL teacher prepares and distributes the Entitlement Letters and Parent Survey and Program Selection Forms in each parent's language of choice as indicated on the Parent Information section of the HLIS on the day that it is determined that the child is an ELL based upon his or her score on the LAB R. It is indicated on the Program Selection side of the form is to be returned to the ESL teacher on the day of the scheduled Parent Orientation. If a parent does not attend the Parent Orientation, the ESL Teacher a staff member who is fluent in the parent's native language contacts the parent by phone in order to schedule a make-up session. Since PS 25 has a Transitional Bilingual Education program, students whose parents do not return the form are placed in our Transitional Bilingual program until a make-up session can be scheduled and the parent can make an informed decision about program choice. Again, all oral and written information at the make-up session will be made available in the parent's language of choice as indicated on the Parent Information section of the HLIS. Staff fluent in the parent's native language will assist in interpretation. For newly enrolled students, the original HLIS is included in the child's cumulative record folder, and a copy is kept on file in the Main Office. If a student is identified as an ELL based upon his or her LAB R score, a copy of the HLIS is also kept on file in the ESL Compliance Binder in the ESL Room. The ESL Teachers also ensure that the original HLIS of all transfer students is sent to PS 25 from the child's previous school and that it is placed in each child's cumulative record folder. Parents of students who are entitled based on NYSESLAT results will be given a Continued Entitlement Letter. In addition, parents of students who scored at or above proficiency on the LAB-R will be given a Non Entitlement Letter. Parents of students who scored at or above proficiency level on NYSESLAT will be given a Non Entitlement/Transition Letter. All the Parent letters are filed and kept in folders by the ESL coordinator. PS 25 also informs parents of the schools academic expectations, school-wide goals for all content areas, as well as the units of study that are done monthly for math and literacy, assessments specifically the NYSESLAT and ways they can support their child during the school year.
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.  
As stated above, parents are encouraged to indicate their first, second and third program choice. At the current time, the families of fewer than 15 ELL students across two contiguous grades who speak the same home language have requested TBE or DL as their first choice on the Parent Survey and Program Selection Form. Parent workshops are provided for parents to make clear the choices in programs based on LAB- R results. Translators are made available at all times to parents, so that they understand the importance of the choice they make and the bilingual instructional programs provided.
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.  
All entitled students are assessed yearly; for students with disabilities test modifications are closely adhered to and special locations are provided. Individual testing is done in the school library in a small group setting without interruptions to ensure that students are given the time they need to complete assessment.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.   
The trend in program choices for the past few years has been that majority of the parents choose the TBE program across the grades K-5. Some parents of Kindergarten and First grade students tend to favor and or select Dual Language as well. We place our students in the program that the parent selects. We currently have Dual Language classes in the fifth grade.

## 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])?

We strongly believe that students acquire literacy most effectively through the language most familiar to them. Therefore, our Transitional Bilingual Program is designed so that our students develop comprehension and conceptual skills in their native language as they learn English in a risk free environment. The program includes an ESL component intended to develop skills in speaking, listening, reading and writing through the content area, in order to develop and enhance communication skills. In addition, our school offers a freestanding ESL program, students in this program receive all instruction in English. ELL students in the Freestanding ESL Program who reach proficiency level on the NYSESLAT, are then transferred to a monolingual program with transitional support as mandated. Our main objective is to provide grade level academic content to develop conceptual understanding and comprehension strategies that will prepare ELLs to become critical thinkers, problem solvers and in turn be able to communicate and perform academically in two languages. The number of instructional units that an ESL student receives is determined by student proficiency levels, (as determined by LAB-R or NYSESLAT scores). Beginners/Intermediate level students receive 360 minutes a week of ESL instruction as per CR Part 154 via a push in or pull out program by the ESL teacher, Ms.Garcia.

The Advance level ELLs receive 180 minutes a week of ESL instruction as per CR Part 154. The students in TBE classes receive their ESL instruction component from their classroom teachers. As an instructional support, Ms. Garcia, the ESL teacher pushes into or pulls out the ELLs in the TBE classes to provide additional ESL content area instruction. These services are provided through two different instructional models intended to develop skills in reading, writing, listening and speaking with an emphasis on language acquisition. The ESL program also offers advanced and proficient students the opportunity to obtain the additional academic content language they need and ensures curricular alignment, so that they meet/and or exceed New York State CCLS Standards. The ESL provider meets regularly with all Bilingual teachers to articulate and provide appropriate instructional ESL methodologies and strategies that support teacher instructional needs as well as those of their students. These sessions provide teachers with hands on content based lessons/tasks and activities that develop oral language, critical thinking, reading, writing, listening and speaking skills which allow students benefit from. We have an ESL Freestanding program/ Push-in model. We have one ESL provider who services approximately 11 mandated ESL students in the Free-standing program; pull out and 60 student in push in.

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)?

Our ELLs are serviced through a combination of Pull Out and Push In services. The number of instructional units that an ESL student receives is determined by student proficiency levels, (as determined by LAB-R or NYSESLAT scores). Beginners/Intermediate level students receive 360 minutes a week of ESL instruction as per CR Part 154 via a push in or pull out program by the ESL teacher, Ms.Garcia. The Advance level ELLs receive 180 minutes a week of ESL instruction as per CR Part 154. The students in TBE classes receive their ESL instruction component from their classroom teacher. As an instructional support the ESL teacher pushes into or pulls out the ELLs in the TBE classes to provide additional ESL instruction during RTI time within the classrooms. These services are provided through two different instructional models intended to develop skills in reading, writing, listening and speaking with an emphasis on language acquisition. The ESL program also offers advanced and proficient students the opportunity to obtain the additional academic content language they need and ensures curricular alignment, so that they meet/and or exceed New York State CCLS Standards. The ESL provider meets regularly with all Bilingual teachers to articulate and provide appropriate instructional ESL methodologies and strategies that support teacher instructional needs as well as those of their students. These sessions provide teachers with hands on content based tasks and

activities that develop oral language, critical thinking, reading, writing, listening and speaking skills which all our students benefit from. We have an ESL Freestanding program/ Push-in model. We have one ESL provider who services approximately 11 mandated ESL students in the Free-standing program and 60 students in the push in program. She models and plans with monolingual teachers and supports Bilingual teachers to ensure curricular alignment. The focus is on English language acquisition and comprehension strategies for those students who do not have a native language in common. In the push-in model the ESL teacher works with ELLs during content area instruction (CALP) in collaboration with regular classroom teachers to provide language acquisition and vocabulary support as it pertains to the content area being taught.

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.

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

Program Goals:

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

The teachers use the Spanish Bee-Bop book assessment to monitor student growth and progress. They develop goals and next-steps based on the findings. Students are also given quick writes, where they must use the strategies for short response questions and then use these short responses to create an essay depending on the grade and their ability.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Examination of students' results in the four modalities as assessed by the NYSESLAT indicates that the area of least proficiency for

ELLs receiving 4-6 years of service is in reading and writing. Targeted instruction in these areas will be delivered to these students. The ESL teacher and classroom teachers work in collaboration with AIS teachers and related service providers to improve ELL

progress in reading and writing by developing individual goals for each of these students, based on analysis of performance on the NYSESLAT, classroom performance task, and ELA/Math state assessment. Both the ESL teacher and classroom teachers provide differentiated instruction designed to enable each student to achieve individual goals related to academics, language, reading and writing by working in small groups that target the different modalities based on need and student ability.

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).

Instruction is scaffolded and differentiated based on the individual child's English language proficiency in each of the four modalities, as well as what is developmentally appropriate for the child's age and grade level. The coach, AIS teachers, and related service providers offer assistance in differentiating instruction to meet the needs of a multi-age class with mixed-proficiency levels and diverse needs to ensure that appropriate, research-based strategies, methods, and approaches are integrated into the ESL program.

a. We are currently not servicing any SIFE students. In the event that we need to service to a SIFE student, the student will be assessed and provided with the required ESL instruction in addition to any other intervention services found necessary.

Additional

services may include one on one tutoring, Academic Intervention Services, Extended Day program, parent support workshops or other available support services. Additionally, the ESL Teacher, classroom teachers, AIS teachers, and/or related service

providers

collaborate to develop a differentiated instructional plan to ensure that the academic and language learning needs, as well as any additional special needs, of all SIFE students are addressed.

b. Newcomers receive targeted, differentiated instruction in the four modalities through Push In and Pull Out services, as well as benefit from collaboration among the ESL Teachers, classroom teachers, AIS teachers, and related service providers to ensure

that

the academic, linguistic, and other special needs are addressed. Newcomers who are in the testing grades receive additional academic and linguistic support through participation intervention services available at the school such as the Extended Day program, and Academic Intervention Services, ASPIRA after school Enrichment Program and Saturday Academy.

c. Examination of students' results in the four modalities as assessed by the NYSESLAT indicates that the area of least

proficiency

for ELLs receiving 4-6 years of service is in reading and writing. Targeted instruction in these areas will be delivered to these students. The ESL teacher and classroom teachers work in collaboration with AIS teachers and related service providers to improve ELL progress in reading and writing, by developing individual goals for each of these students based on analysis of performance on the NYSESLAT and classroom performance. Both the ESL teacher and classroom teachers provide differentiated instruction designed to enable each student to achieve individual goals related to academics, language, and other special needs.

d. We are currently servicing 2 long term ELL students. These students are provided with the required amount of ESL instructional minutes based upon proficiency level as determined by the LAB R or NYSESLAT; in addition other intervention services may include one on one tutoring through the Academic Intervention Services, inclusion in the Extended Day program, Saturday Academy and ASPIRA afterschool enrichment program. parent support workshops or other available support services. Additionally, the ESL teacher, classroom teachers, and related service provider(s) collaborate to ensure that the academic and language learning needs, as well as other special needs, of all LTE students are addressed. PS 25 offers a range of intervention services and support in ELA, math-content areas. Classroom teachers may recommend ELLs in need of academic support for, Academic Intervention Services, Saturday Literacy and Math Academy, students are also supported during extended day. All of these services are open to ELLs and offered in English. Additionally, all students at PS 25 have an English language interactive software differentiated based upon individual student interest and ability level. Parent support workshops are also offered periodically, at which interpretation and translation services are available to ensure that parents receive all oral and written information in their language of choice. All ELLs in need of intervention may participate in any or all of these available services. Newcomers, SIFE students, and SWD ELLs will be recommended based upon individual needs and abilities. Former

ELLs

are serviced based on need and the levels attained in the ELA and Math State assessment, if necessary they are seen for a year to ensure that they comprehend at 98% accuracy level in order to achieve academic standards. (CCLS)

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?

Special Education teachers implement the same literacy and content curricula as their General Education counterparts. Daily academic content area instruction in the classroom is differentiated according to ability and incorporates the use of research-based academic and language learning strategies that have been found to be successful with SWD ELLs, as well as scaffolding techniques, manipulatives, visuals, realia, hands-on activities, TPR, and music and movement to facilitate the acquisition of language and content area knowledge. The ESL Teacher and classroom teachers of ELL-SWDs collaborate to ensure that research-based ESL language learning strategies are integrated into each lesson-unit of study in order to support student achievement in both academic and linguistic goals.

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?

PS 25 uses curricular, instructional, and scheduling flexibility to meet the diverse academic and linguistic needs of ELL-SWDs within the least restrictive environment. All ELL-SWDs are placed in the least restrictive environment according to the requirements indicated on the most current IEP of each child. The ELL-SWDs whose IEPs require a paraprofessional are assigned a paraprofessional in the classroom. Additionally, paraprofessionals may accompany the ELL-SWDs to whom they are assigned to Pull-Out ESL services. All Special Education teachers implement the same literacy and content curricula as their General Education counterparts. The ESL Teacher, Special Education teachers, paraprofessionals, AIS teachers, related service provider(s), collaborate to ensure that all ELL-SWDs are able to achieve curricular goals through support provided through scaffolded instruction that incorporates ESL teaching methods, differentiated learning strategies and other research-based instructional practices that have been proven to be successful in making content comprehensible and further supporting English language acquisition for ELL-SWDs. Scheduling flexibility in the ESL program allows for the ESL Teacher to provide Push In services during content area studies as well as literacy instruction. Math and Science are intergrated. Social Studies and ELA are taught seperately. One teacher teaches two subjects simultaneously, !05 minutes are dedicated to both literacy/social studies, math/science. Schedules are staggered to ensure all content areas are equally served. We provide continuing transitional support for up to two years after an ELL reaches proficiency on the NYSESLAT. In accordance with the NYSED requirement, former ELL students are entitled to the mandated two year extension of testing accommodations. Teachers of ELLs who have reached proficiency on the NYSESLAT continue to employ research-based ESL strategies in the classroom. Additionally, the ESL Teacher periodically meets with the former ELLs and teachers of former ELLs to informally monitor progress, assess needs, and offer academic and linguistic support and intervention if necessary.

**Courses Taught in Languages Other than English ⓘ**

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

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

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

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

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

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

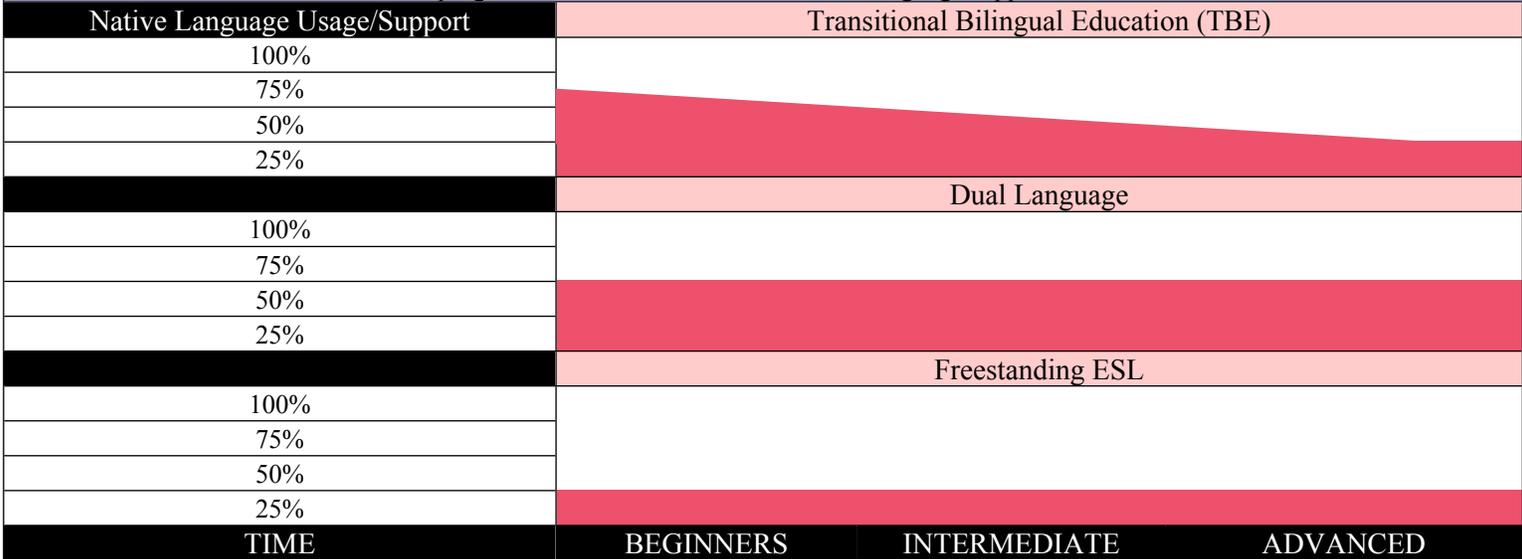
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

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.
- PS 25 offers a range of intervention services in ELA and math. Classroom teachers support ELLs in need of academic support during RTI, Extended Day program, and Academic Intervention Services. All of these services are provided to ELLs and offered in English. Additionally, all students at PS 25 are seen by instructional specialist based on their area of need. Parent support workshops are also offered periodically, at which interpretation and translation services are available to ensure that parents receive all oral and written information in their language of choice. All ELLs in need of intervention may participate in any or all of these available services. Newcomers, Ell's and SWD ELLs will be recommended based upon individual needs. All ELLs and former ELLs may participate in all before- and after-school programs and supplemental services, including Extended Day, AIS program and "ASPIRA" afterschool enrichment program and Saturday Literacy and Math Academy. All school bulletins, calendars, notices and permission forms, including those that pertain to school programs, are distributed in English as well as in the native language of our ELL families; this ensures that equal access to all school programs is afforded to our ELL population and that their full participation in such school programs is encouraged and supported by all school staff and home.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our current program addresses the need of all our ELL and SWD students by trageting specific areas of need and providing intensive support through guided reading, teacher-student conferences, small group strategy lessons, where students are given the opprtunity to work in triads in order to have rich book discussions, create questions that are aligned to the CCLS. This model is used to support all content areas with service providers available to facilitate and monitor student learning and progress.
11. What new programs or improvements will be considered for the upcoming school year?
- Inquiry learning clubs will be offered to all Ell students in cycles. Specialty teachers will create units that cover many different topics of interest yet are based on all content areas. A hands on approach learning will be used; while still addressing the four modalities, speaking, listening, reading and writing.
12. What programs/services for ELLs will be discontinued and why?
- N/A
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All ELLs and former ELLs may participate in all before and after school programs and supplemental services which include; Extended Day, AIS, "ASPIRA" after school enrichment program and Saturday Literacy and Math Academy. All school bulletins, notices and permission forms, including those that pertain to school programs, are distributed in English as well as the native languages of our ELL families, which ensures that equal access to all school programs is afforded to our ELLs and that their full participation in such school programs is encouraged and supported by all school staff. Paste response to question here:
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Materials in the students' native languages such as bilingual books, dictionaries, content area glossaries, and Leveled Libraries are utilized in the ESL classroom. Students also have access to a variety of online resources in the native languages of our students. Such online resources include Tumblebook Online Read Aloud Books in Spanish (<http://www.tumblebooks.com>), International Children's Digital Library with texts available in 50 languages ( <http://en.childrenslibrary.org/index.shtml>), and world langauge dictionary websites such as WordReference.com (<http://www.wordreference.com>) and Merriam Webster Online (<http://www.merriam-webster.com>). These resources are integrated into the ESL program in order to provide the 25% of mandated Native Langaage support.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- In addition to bilingual books, dictionaries and content area glossaries, ELL support in the native language is provided through the use of other materials such as Lakeshore Photo Card Libraries with captions in English and 14 other languages and access to a wide range of online resources in the native language of our students. Such online resources include Tumblebook Online Read Aloud Books in Spanish; (<http://www.tumblebooks.com>), International Children's Digital Library with texts available in 50 langauges (<http://en.childrenslibrary.org/index.shtml>), and world langauge dictionary websites such as WordReference.com
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Teachers who provide academic intervention services to ELLs consult the ESL teacher to ensure that all services and resources

are appropriate for each student's individual age, grade level, ability, and linguistic learning needs. When appropriate, instruction is differentiated and resources are modified to meet the needs of all learners.

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.

In the event that the school is aware of an incoming ELL student prior to the beginning of the school year, opportunities such as parent workshops, school tour, program review, and access to supplemental materials appropriate for the child are made available. Oral and written information will be available in the parent's native language as well as English. The same support is offered to any new ELLs entering throughout the school year.

18. What language electives are offered to ELLs?

N/A

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)?

## 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.

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

Professional Development school initiatives:

- Literature Circles
- Technology-Media-Writing
- "STEM" Science-Technology-Engineering-Math integrating all content areas

Professional Development Schedule:

November - December: Incorporating ESL strategies into Instruction in the Classroom

March - April: Strategies for preparing ELLs for upcoming state exams including NYS ELA, NYS Math, and NYSESLAT

(Parents of

ELLs will also be encouraged to attend this session)

June: Strategies for assisting ELLs in maintaining progress throughout the summer break (Parents of ELLs will also be encouraged to

attend this session)

On-site professional development is also provided by our "Generation Ready" consultant who engages teachers in LAB sites, provides instructional support through lesson planning, modeling and demo lessons. Teachers are allotted time to meet with her for feedback and any other professional/instructional needs they might have. We firmly believe that all children can learn regardless of place of origin and language, we also believe that they can meet or exceed standards. Always keeping that vision in mind, our language acquisition programs will provide efficient, effective, rigorous, and comprehensive pedagogical structure and processes that will ensure that all ELL students develop the interpersonal communication skills and cognitive academic language necessary to succeed.

#### **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?

Because parents play an integral role in their child's learning, opportunities for regular meetings and learning workshops are provided. Parent needs are evaluated through utilizing the Learning Environment Surveys, which are offered in English as well as the home language, as well as Parent Coordinator surveys distributed in English and the home languages of our families. Based on the needs of the parents as indicated in the Learning Environment Survey and surveys distributed by the Parent Coordinator, parental involvement activities are created to educate and encourage parents in supporting their child's education at home.

The following services are offered:

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

#### **E. Additional Information**

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

Paste response to question here:

**Part VI: LAP Assurances**

**School Name: 025**

**School DBN: 607**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Carmen Toledo Guerrero	Principal		11/15/13
Maria Bonano	Assistant Principal		11/15/13
Dorothy Gutierrez	Parent Coordinator		11/15/13
Jacqueline Garcia	ESL Teacher		11/15/13
Sandra Vacca	Parent		11/15/13
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Martha Cruz	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

DBN: 07 School Name: 025

Cluster: \_\_\_\_\_ Network: 607

**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.

At registration, all parents are administered the Home Language Identification Survey. The parent may select to complete the form in either English or their native language. An ESL teacher and Parent Coordinator are present to explain purpose of the HLIS to the parent. If necessary, school staff fluent in the parent's native language are available to assist in interpretation, or the DOE Over-the-Phone Interpretation Service may be utilized.

In Section 3 of the HLIS, the parent indicates the language(s) that s/he would like to communicate both orally and in writing with school staff. The ESL teacher uses data obtained from Section 3 of the HLIS in order to pre-assess which language(s) will be needed for the current school year. The ESL teacher then updates the record of parent language preferences, which is maintained and continually updated by the ESL teacher throughout the school year. Primary language information is shared with the administration, Parent Coordinator, School Leadership Team, and Pupil Accounting secretary. Classroom teachers of students whose parents have selected to communicate in another language are notified. The ESL teacher is responsible for providing translated school notices and forms, as well as arranging for any interpretation services that may be required at, face-to-face meetings, Parent Teacher Conferences and IEP meetings.

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.

At the beginning of the school year a survey is provided to assess and identify the amount of parents who are in need of translation services. The survey's collected were reviewed and showed that approximately 90% of our parents need oral interpretations and written translations in Spanish. The monthly school newsletter-calendar provides parents with educational information, after school program schedules and school-wide special events. Parents are satisfied with the written translations/interpretations provided for them. During faculty conferences our staff is reminded that all information or notices to parents must be translated into both English and Spanish. Staff is reminded that all notices must be

approved by the Principal. Support is provided to those teachers who are not Spanish dominant. The ESL teacher maintains, revises and updates records of parent selected languages. This information is continuously shared with the administration, Parent Coordinator, School Leadership Team, and Pupil Accounting secretary. Classroom teachers of students whose parents have selected to communicate in another language are notified and supported.

## **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.

Certified bilingual teacher(s) will work preparing the written translations of documents after school hours or by in house staff. Parent volunteers provide translations of all Parent Association meetings. Most materials provided at workshops is translated into Spanish. Department of Education document translations are downloaded from the Official Department of Education website; Common translated signs that have been downloaded from the DOE's Translation Resources website are displayed prominently in the Main Office. The ESL teacher maintains a binder of all DOE -produced ELL Parent Information surveys, informational documents, and notifications relevant to the ELL identification and placement process in the available translated versions. If the translation of other critical, school-issued surveys, informational documents and notifications cannot be completed in-house by a school staff member or parent volunteer, services offered by the DOE Translation and Interpretation Unit are utilized. The ESL teacher is responsible for completing and submitting Translation Request Forms to the DOE Translation and Interpretation Unit. The ESL teachers aim is to submit the Translation Request Forms and the file(s) to be translated to [translations@schools.nyc.gov](mailto:translations@schools.nyc.gov) as early as possible to ensure timely provision of translated documents to parents determined to be in need of language assistance services.

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.

Oral interpretations at meetings and workshops are provided by in house staff. If workshops are conducted by non Spanish speaking personnel the Parent Coordinator, Assistant Principal or other school personnel is present to provide translation of the material presented. Parent volunteers provide oral interpretations at PA meetings. School staff or parent volunteers who are fluent in the native languages of our families are often available to assist in oral interpretation. In the event that a staff member or parent volunteer is not available to translate, the school utilizes the DOE Over-the-Phone Interpretation Services available through the Translation and Interpretation Unit at 718.752.7373 ext. 4. If necessary, the school will apply its translation/interpretation funding allocations in order to contract LIS to cover interpretation needs. In the event that interpretation services are required for on-site central events in which the parents of ELLs are participating, the ESL teacher will be responsible for completing and submitting Interpretation Request Forms to the DOE Translation and Interpretation Unit to [translations@schools.nyc.gov](mailto:translations@schools.nyc.gov)...

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

In order to fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services, each parent/guardian who is in need of language assistance will receive a copy of the DOE's Bill of Parent's Rights and Responsibilities in the primary language, including information regarding the parental right to translation and interpretation services. Signs indicating the availability of translation and interpretation services will be prominently displayed in the Main Office. In addition, the school's safety plan will include procedures for ensuring that parents will not be prevented from communicating with school staff solely due to a language barrier. Most of the non-English speaking parents, speak Spanish. The Bilingual Parent Coordinator and other staff members in the school such as the School Principal and the Assistant Principal are also bilingual and are able to speak in Spanish and provide translations when necessary. Written translations of documents to be sent home or posted are prepared by a certified bilingual teacher.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

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

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

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

### TITLE III SATURDAY ACADEMY

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

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

### Part B: Direct Instruction Supplemental Program Information

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

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

### Part C: Professional Development

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

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

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

### Part C: Professional Development

- Modeling
- Bridging
- Contextualization
- Schema building

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

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

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

### Part D: Parental Engagement Activities

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

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

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

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

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

**Part D: Parental Engagement Activities**

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

**Part E: Budget**

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

Allocation Amount: \$15492

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

**Part E: Budget**

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

Allocation Amount: \$15492

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