

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

16K025

School Name:

P.S. 025 EUBIE BLAKE SCHOOL

Principal:

ANITA COLEY

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: P.S.25-The Eubie Blake School School Number (DBN): 16K025
Grades Served: Pre-K-5
School Address: 787 Lafayette Avenue
Phone Number: 718-574-2336 Fax: 718-455-5838
School Contact Person: Anita Coley Email Address: Acoley2@schools.nyc.gov
Principal: Anita Coley
UFT Chapter Leader: Wendy Walker Wilson
Parents' Association President: Tanya Fleming
SLT Chairperson: Wendy Walker Wilson
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Crystal Williams
Student Representative(s): N/A

District Information

District: 16 Superintendent: Evelyn Santiago
Superintendent's Office Address: 1010 Lafayette Avenue, Brooklyn, NY 11221
Superintendent's Email Address: esantiago@schools.nyc.gov
Phone Number: (718) 574-2834 Fax: (718) 453-1048

Borough Field Support Center (BFSC)

BFSC: Brooklyn North Director: Bernadette Fitzgerald
Director's Office Address: 131 Livingston Street, Brooklyn, NY 11201
Director's Email Address: BFitzge2@schools.nyc.gov
Phone Number: (718) 935-3954 Fax: 718-935-2337

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Anita Coley	*Principal or Designee	
Wendy Walker Wilson Chairperson	*UFT Chapter Leader or Designee	
Tanya Fleming	*PA/PTA President or Designated Co-President	
Michelle Johnson	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Shelladene Holder	Member/ Staff	
Angela Cobb Sierra	Member/ Secretary	
Chinniese Bussey	Member/ Parent	
Daisy Griffin	Member/ Parent/Asst. Secretary	
Theresa Wilson	Member/ Parent	
Tia McAllister	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Vision

To enable all of our students to become lifelong learners, responsible citizens and valuable and contributing members of the global community in which they live. Our vision embraces the philosophy of a "School-of-One" where every single child is differentiated for based on his/her needs and interests; where each child is seen as the only child in the school; where learning is personalized for every child and where every must know that there is at least one adult in the building who knows his\her story and cares deeply about him\her.

Mission:

The Mission of PS 25 is to provide a collaborative, meaningful and rigorous standards driven educational experience for all students, parents, teachers and staff in a safe, caring and intellectually stimulating "children first" environment. Opportunities are provided to promote academic excellence, maximize student achievement in all areas, develop characteristics associated with good citizenship, scholarship and team participation as students learn today to lead tomorrow .

Special Features: Culture and Climate

PS 25 The Eubie Blake School is a caring community in which our commitment to children and their development – academically, social, and emotionally – drives the work of the school. We are committed to engaging children of diverse backgrounds and cultures (including SWD, ELLs and boys) in differentiated instruction based on interests and needs. We believe that ongoing assessment is crucial to teaching and learning. This is supported by an inquiry approach, in which staff works collaboratively to examine data and look for school-wide trends to be addressed, as well as ensuring that individual student's needs are recognized and accommodated. Our curriculum is guided by rigorous Common Core Learning Standards. Our school is also defined by a culture of celebrations. To name a few, we celebrate our diverse cultures, progress, birthdays of various stakeholders.

Collaborative Teachers

The genuine collaborative spirit that exists at p. S. 25 allows for teachers to meet on an ongoing basis to engage in collaborative discussion with their colleagues. Structures are in place for teachers to engage in common grade team planning and cross grade team planning. teachers also collaborate as grade teams to look closely at student work. Teachers also work as a grade team for students to perform at the monthly assemblies.

Supportive Environment

Teachers are encouraged to have students foster collaborative discussions in their classroom in a caring and supporting environment where students feel safe and not afraid to take risks. Teachers are encouraged to take a leadership role and share exemplary practices in a supportive learning environment. The Socratic Seminar that is used in the classroom and during professional development workshops help to foster a supportive learning environment where participants views the experience as an opportunity to enhance their professional growth.

Rigorous Instruction

Our school use the city's Common Core aligned GoMath and Ready Gen curriculum to provide students with rigorous instruction.. Students are actively engaged in intellectual discourse through the use of Socratic Seminars. The use of higher order questioning and engaging students in a variety of discussion techniques. Across grades, students work collaboratively in solving multistep problems. The school has invested in technology equipment to ensure that students engage in research and college and career readiness activities. The school has a one-to-one laptop program for

students, each classroom is equipped with multiple iPads, the computer lab has an updated collection of desktops and classrooms are equipped with Kindles.

Strong Family Community Ties

There are monthly Curriculum Teas and parents workshops to foster strong Community Ties. Parents are also invited to participate in the monthly assemblies , Multicultural Day, Grandparents Day, Annual Health Fair and other events. Partnerships such as PricewaterhouseCoopers, NSA, The Lions Clubs of Brooklyn, Medgar Evers Pipeline Initiative, Urban Dove and Rising Stars to name a few are all designed to build strong Family Community Ties.

Effective School Leadership

The Principal facilitates as well as participate in ongoing Collaborative Professional Learning along with the teachers, she meets with staff for initial, mid-year and end of year planning to help them identify areas of strength and areas of growth through ongoing cycle of observations and actionable feedback . The principal supports the development and delivery of instruction through conversations, celebrations and recognition of staff achievement. The principal has put in place systems and structures to allow teachers to work collaboratively and support each others' work. The principal models the use of protocol and encourages teachers to use these protocols to enhance their work in order to improve students' learning outcomes.

Trust

Teachers are respectful of each others work. They visit their colleagues' classroom and view each other work in a supportive, free and trusting learning environment. Parents, teachers and all staff members are committed to the school's Vision and Mission as all members of the learning community work together to create a trusting and caring learning environment to enhance the academic and social and emotional development of students.

Partnerships

P.S 25 engages in ongoing collaborative partnerships with organizations such as: Activity Works, Learning Leaders, Gift of Sight, Hip Hop Public Health, Safety City, Shape-Up New York, Rising Stars, PENCIL, Pricewaterhousecooper, NSA Supermarket, Urban Dove, Family Center, Food Bank New York City, Verizon, Legal Lives, Studio in School, DOVE, Men's Lions Club, Windowsill book store. Our collaborative partnerships support our school community in a variety of ways, including the social, emotional, intellectual and all round growth and development. of our students, The Morgan Library Museum, Morgan Book Project: Arts at the Core of Collaboration and Cross Curricular Skills program.

Academic Intervention

Academic Intervention Services (AIS) is a major focus of our school, targeting students (SWD, ELLs, boys) in Grades Kindergarten through 5 who require additional academic support, provided by classroom teachers and educational assistants. They provide individual, small-group, and push-in instruction to support students who are struggling in any subject area. At P.S. 25, we have selected the first period every day as a dedicated block for AIS as well as specific periods throughout each day.

Collaboration

Collaboration is a key feature at P. S. 25. We proudly boast of this strength. Teachers consistently engage in collaborative work with their colleagues. The administrative staff has allotted time in the schedule for teachers to meet with their colleagues to plan on grade level as well as across grade levels. Teachers have an opportunity to share effective teaching practices. To this end, based on the discussions from the cross grade planning meetings the teachers took the initiative to prepare students for the next grade by teaching topics that they know their students will encounter in the next grade. During the grade team meeting, the teachers also have opportunity to look at student work and plan lessons and common assessments together as a team. Teachers also participate in Intervisitation where they visit their colleagues' classrooms with an instructional focus, give each other feedback and support each others professional growth and development.

Over the last two years P. S. 25 has adopted the new Framework for Great Schools as an integral part of our work. This model has supported our growth in the following ways:

Rigorous Instruction

Instruction is customized, inclusive, motivating, and aligned to the Common Core Standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills in order to prepare them for college and career. The use of technology is embedded in daily classroom instruction in order to give students the opportunity to become proficient in 21st century skills and be ready for college and career.

Collaborative Teachers

Teachers are committed to the success and improvement of their students. They consistently collaborate with each other. This gives them opportunities to participate in professional development within a culture of respect and continuous improvement. The school has a structure for horizontal and Vertical collaboration among teachers. During these collaborations teachers plan lessons, review, revise and adjust curriculum, develop rubrics, look at students' work and much more.

Our monthly Curriculum Teas and assemblies are all planned as a team. During the Monday PD blocks teachers meet with team members to engage in professional dialogue with their colleagues. The AIS providers are also part of the grade team planning. This collaborative spirit at P. S. 25 helps to foster coherence across the grade and ensures that the students in all the grades are receiving the same quality education. In this same spirit of collaboration, we partner with parents and multiple community based organizations to enhance our school community and promote our students readiness for college and career.

Celebrations

At P. S. 25, activities are planned throughout the school year to celebrate both staff and students. In the Weekly Teachers' Memo teachers and educational assistants are constantly recognized for their hard work. The principal also distributes Commendation Cards to staff to celebrate and recognize their efforts. Students are recognized at the monthly assembly for outstanding academic performance in the different subject areas and for attendance. Students also participate in Multicultural Day activities, Annual Health Fair, Club 25, Field Day, The Talent Show and the Awards Day ceremony where efforts are made to ensure that every student is celebrated and receives an award for his or her work. Parents are celebrated for their children's one hundred percent attendance on a monthly basis.

16K025 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	179	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	90.0%	% Attendance Rate		87.3%
% Free Lunch	93.6%	% Reduced Lunch		4.3%
% Limited English Proficient	7.2%	% Students with Disabilities		26.0%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		71.5%
% Hispanic or Latino	26.0%	% Asian or Native Hawaiian/Pacific Islander		1.7%
% White	0.4%	% Multi-Racial		0.4%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	6.12	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		5.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		5.45
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	12.0%	Mathematics Performance at levels 3 & 4		9.7%
Science Performance at levels 3 & 4 (4th Grade)	88.9%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

The results from the 2014-2015 NYS ELA and our most recent baseline assessment demonstrate a need for our students to show improvement in ELA.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be a 8% increase in the number of grade 3-5 students, including ELLs and students with disabilities achieving proficiency on the NYS ELA.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Daily use of Common Core aligned program; ReadyGen and Junior Great books reading program. Pearson Targeted Reading Intervention program. Cluster teachers will be programmed to push-in for targeted tutoring in reading. A ninety-minute ELA block has been programmed to push-in and provide reading intervention in each classroom for students at risk. The SETTS teacher has been programmed to push-in/pull-out targeted intervention for targeted students, during the regular school day. per session funds have been scheduled for 8 teachers and three Para professionals for Saturday Academy and Afterschool classes.</p>	<p>Students performing in levels 1 and 2</p>	<p>September 2015 – June 2016</p>	<p>SETTS Teacher, Cluster Teachers, AIS Team, classroom teachers, Assistant Principal and Principal</p>
<p>Continued Intensive academic intervention will be provided to students performing in Levels 1 and 2 during the school day, extended day time, Afterschool and Saturday Academy.</p> <p>Class size will also be reduced to improve students' learning outcomes.</p>	<p>Students performing in levels 1 and 2</p>	<p>September 2015 – June 2016</p>	<p>SETTS Teachers, Cluster Teachers, AIS Team, classroom teachers, Title 1 funds for per session, providing instruction after school and Saturday programs as well as the AIS teachers</p>
<p>Monthly Parent Workshops: Curriculum Teas, Cornell Wellness Nutrition series, Study Skills, Reading with your child, Non- Fiction texts, CCLS overview, NYC School's Account. Other Events: Monthly Writing Celebrations, Monthly Attendance Celebration, Monthly Progress Report, Daily Homework assignment, Math Exploration Day, Field Trips. Parents are invited to be involved in all the above school activities</p>	<p>Students performing in levels 1 and 2</p>	<p>September 2015 – June 2016</p>	<p>SETTS Teachers, Cluster Teachers, AIS Team, classroom teachers, Title 1 funds for per session, providing instruction after school and Saturday programs as well as the AIS teachers, Parent Coordinator, Guidance Counselor, Cafeteria and Administration</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

The SETTS teacher has been programmed to push-in/pull-out targeted intervention for targeted students, during the regular school day. Per session funds have been scheduled for eight teachers and three Para professionals for Saturday Academy and Afterschool classes. Continued Intensive academic intervention will be provided to students performing in Levels 1 and 2 during the school day, extended day time, Afterschool and Saturday Academy.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, there will be at least a 4% increase in the number of grade 3-5 students, including ELLs and students with disabilities achieving proficiency on the NYS ELA as measured by monthly student progress reports, interim and summative assessments. This was achieved as evident by the students showing progress from the baseline assessment done in September and the Mid-Year assessment that was done in January. In addition to the February monthly Fountas and Pinnel Reading Levels.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

The results from the 2014-2015 NYS Math and our most recent baseline assessment demonstrate a need for our students to show improvement in Math exam.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be implement a supportive teacher professional development calendar that supports teachers during weekly and monthly meetings in developing their skills to support an 8% increase in the number of grade 3-5 students, from at risk populations, achieving proficiency on the New York State MATH Exam as measured by the results from the NYS 2015-2016 Math exam. This will be based on a comparative from the 2014-2015 NYS Math exam.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Daily use of Common Core aligned program; GoMath, Pearson Targeted Math Intervention</p>	<p>Students performing</p>	<p>September 2015 – June 2016</p>	<p>SETTS Teachers, Cluster Teachers, AIS Team, classroom teachers, Title 1 funds for Per session, providing</p>

<p>program. Cluster teachers will be programmed to push-in for targeted tutoring in Math.</p> <p>A ninety-minute Math block has been programmed to push-in and provide Math intervention in each classroom for students at risk. The SETTS teacher has been programmed to push-in/pull-out targeted intervention for targeted students, during the regular school day. Per session funds have been scheduled for 8 teachers and three Para-professionals for Saturday Academy and Afterschool classes.</p>	<p>in levels 1 and 2</p> <p>English</p> <p>Language Learners</p>		<p>instruction after school and Saturday programs as well as the AIS teachers</p>
<p>Continued Intensive academic intervention will be provided to students performing in Levels 1 and 2 during the school day, extended day time, after school and Saturday Academy</p>	<p>Students performing in levels 1 and 2</p>	<p>September 2015 – June 2016</p>	<p>SETTS Teacher, Cluster Teachers, AIS Team, classroom teachers, Assistant Principal and Principal.</p>
<p>Monthly Parent Workshops, Curriculum Teas, Cornell Wellness Nutrition series, Study Skills, Reading with your child, Non- Fiction texts, CCLS overview, NYC School’s Account.</p> <p>Other Events: Monthly Writing Celebrations, Monthly Attendance Celebration, Monthly Progress Report, Daily Homework assignment, Math Exploration Day and Field Trips. Parents are invited to be involved in all the above school activities</p>	<p>Students performing in levels 1 and 2</p>	<p>September 2015 – June 2016</p>	<p>SETTS Teachers, Cluster Teachers, AIS Team, classroom Teachers, Title 1 funds for Per session, providing instruction after school and Saturday programs as well as the AIS teachers, Parent Coordinator, Guidance Counselor, Cafeteria and Administration</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>The SETTS teacher has been programmed to push-in/pull-out targeted intervention for targeted students, during the regular school day. Per session funds have been scheduled for 8 teachers and three Para-professionals for Saturday Academy and Afterschool classes. Continued Intensive academic intervention will be provided to students performing in Levels 1 and 2 during the school day, extended day time, Afterschool and Saturday Academy</p>											
<p>Academy</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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Using Monthly student progress reports, interim and summative assessments, by February 2016, there will be at least a 3% increase in the number of grade 3-5 students, from at risk populations, achieving proficiency on the New York State MATH Exam as per use of formative and summative assessments of student work.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data. • Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Data collected from :

- Formal and informal observations
- Daily Walkthroughs
- 2014-2015 summative planning conferences
- 2015-2016 Initial Planning conference
- Environment Survey
- 2014-2015 QR/Superintendent's Walkthrough-Principal Performance Observation
- 2014-2015 NYS Common Core ELA and MATH results
- 2014-2015 NYSESLAT results
- 2013-2014 Quality Review Report

Our analysis of students' performance on our most recent State Exams show's that:

- We have made gains in MATH
- In ELA we have not met our stated goal and need to continue addressing delivery of instruction in order to improve students learning outcomes in this content area
- In targeted sub-groups such as our ELLs and SWD there is a need to continue implementing rigorous instruction in order to improve students learning outcome

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 the administrative cabinet along with the professional development instructional team will conduct and facilitate at least 10 professional development sessions to support the professional, social/emotional growth of staff to improve learning outcomes for all students including ELLs, SWDs, and boys.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Intervisitation	Teachers	Sept 2015	Administrative Team Leaders
Lesson Studies	Teachers	Nov 2015	Administrative Team Leaders
Grade Team Meetings	Teachers	Sept 2015	Administrative Team Leaders
Weekly Differentiated Collaborative Professional Learning	Staff	Sept 2015	Administrative Professional Development Team

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • Reprogramming Cluster Teachers and Educational Assistants for daily Academic Intervention • Lead teachers and content expert • Implementing Afterschool academic programs • School-Based Support Team • Use of Common Core aligned curriculum • Per session work by teachers • On-site and Off-site professional development for staff 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E	X	21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016 the administrative cabinet along with the professional development instructional team will conduct and facilitate at least 4 professional development sessions to support the professional, social/emotional growth of staff to improve learning outcomes for all students including ELLs, SWDs, and boys.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Comprehensive Assessment

Analysis of the students' performance of the NYS ELA and feedback from the school survey indicate writing and instruction as major areas of concerns. To this end, the school has scheduled Parent workshops for parents that are focused on writing. Math activities celebrations have also been planned for students to share their work with parents.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, at least 15% of our teachers will engage in at least 2 out of 7 of our parent activities as measured by their attendance taken at these events.. P.S. 25 will continue to engage all parents (including parents of ELLs, SWDs and boys) in professional development on Tuesday afternoons. Workshops will include topics across all subject areas aligned with CCLS.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Monthly Parent Workshops: Math, Curriculum Teas, Study Skills, Reading with your child, Non Fiction text, CCLS overview, NYC Schools Account, Math Exploration Day, Monthly Progress Reports and Parent Tuesday Engagement activities with teachers..</p>	<p>Parent Coordinator, Teacher Grade teams, PTA Executive Board, SLT, School Parent Engagement Committee members</p>	<p>09-2015 to 06-2016</p>	<p>Parent Coordinator, Teacher Grade teams, PTA Executive Board, SLT, School Parent Engagement Committee members. Parent monthly attendance of the parent engagement activities will be charted and monitored for progress towards meeting this goal.</p>
<p>Parent activities by will be facilitated by grade teams, SLT, and Parent Coordinator. Materials and refreshments will be purchased by parent Title 1 funds and other school funds.</p>	<p>Parent Coordinator, Teacher Grade teams, PTA Executive Board, SLT, School Parent Engagement Committee members</p>	<p>09-2015 to 06-2015</p>	<p>Parent Coordinator, Teacher Grade teams, PTA Executive Board, SLT, School Parent Engagement Committee members. Parent monthly attendance of the parent engagement activities will be charted and monitored for progress towards meeting this goal.</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Parent Professional Development: Curriculum Teams, Cornell Wellness Nutrition series, Study Skills, Reading with your child, Non Fiction text, CCLS overview, NYC School’s Account. Other Events: Tuesday Parent Engagement Events, Monthly Writing Celebrations, Monthly Attendance Celebration, Monthly Progress Report, Daily Homework</p>

assignment, Math Exploration Day, ESL parent workshop, Field Trips, Grand Parents Recognition Day and Parent Appreciation Night. Parents are invited to be involved in all the above school activities.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By June 2016, at least 5% of our teachers will have engaged in at least 1 of our parent activities as measured by their attendance taken at these events.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<p>Level 1 and Level 2 students based on the NYS Common Core ELA test.</p> <p>Holdovers</p> <p>“Pushables” and “Slippables” based on the NYS Common Core ELA test.</p> <p>Students with special needs.</p> <p>English Language Learners</p>	<p>The MaxScholar on-line reading intervention program is used daily. The SuccessMaker reading program is used daily for targeted reading skills.</p> <p>ELA Academic Intervention Services is provided by the SETTS (Special Education Support) teacher, Cluster teachers and Classroom teachers. Strategies used include: Guided Reading, the Five Types of Writing protocol, reciprocal reading, questioning techniques, closed reading and targeted skills review. .</p>	<p>Push-in/pull-out small group, one-on-one tutoring. Online computer base intervention programs.</p>	<p>During the regular day, extended daytime, Afterschool and Saturday Academy.</p>
Mathematics	<p>Level 1 and Level 2 students, based on the NYS Common Core Math test.</p> <p>Holdovers</p>	<p>GoMath Tier 1 and 2 intervention is provided by classroom teachers, cluster teachers and the SETTS teacher. The Targeted</p>	<p>Push-in/pull-out small group, one-on-one targeted intervention., online platform for Math assessment and intervention.</p>	<p>AIS is provided during the regular day, after school and will be provided during Saturday Academy</p>

	<p>"Pushables" and "Slippables" based on the NYS Common Core Math test.</p>	<p>Mathematic Intervention</p> <p>program and SuccessMaker Math programs are used. Multiple strategies are used such as: emphasis on the use of manipulatives to provide hands-on experience for students struggling with mathematical concepts, hands-on exploratory projects, re-teaching and the reciprocal teaching method.</p>		
<p>Science</p>	<p>Students performing below grade level in Science based on teacher observation and assessments.</p>	<p>Science AIS is targeted to our 3rd and 4th graders, close reading, collaborative projects, hands-on activities and a research based science fair project.</p>	<p>Push-in/pull-out small group, one-on-one and tutoring by clusters and classroom teachers project-based activities.</p>	<p>AIS is provided during the regular day, extended day time, after school and will be provided in Saturday Academy</p>
<p>Social Studies</p>	<p>Students performing below grade level in Social Studies based on teacher observation and assessments.</p>	<p>Social Studies AIS is provided by Science Cluster teacher both in push-in and pull-out services during the regular school day. Classroom teachers provide Tier 1 and Tier 2 interventions place in the classroom (push in, small group) and pull out (small group and individual as the situation warrants.)</p> <p>Project based activities and field trips</p>	<p>Push-in/pull-out small group, one-on-one tutoring by clusters and classroom teachers project-based activities.</p>	<p>AIS is provided during the regular day, afterschool and Saturday Academy</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Holdovers</p> <p>Students performing below grade level in all subjects and</p>	<p>The Guidance Counselor, Social Workers and School Psychologist provide individual counseling,</p>	<p>Individual and small group sessions.</p>	<p>During the regular day</p>

	<p>students who exhibit social and emotional concern.</p> <p>Students recommended by teachers based on their observations.</p>	<p>The school also partners with several outside agencies such as New York Psychotherapy, The Puerto Rican Family Institute Inc. and Kings County Hospital to provide at-risk counseling and social services for students and families.</p>		
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Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
In order to provide opportunities and support for para professionals and teachers' learning and improved instructional practices, on-going weekly collaborative, differentiated professional learning is facilitated by teachers, administrators, and outside consultants. On/off-site support is offered by partnership consultants including National Urban Alliance, International Center for Leadership in Education, MaxScholar and The Junior Great Books Foundation. Initial and summative planning conferences are held with all teachers for needs assessment and planning for success. Mentor and buddy teachers are assigned to new teachers. Grade teams have scheduled Common and Cross-grade planning and inquiry work time to facilitate the growth and development of all teachers. An Action plan to support professional growth is implemented for new underperforming teachers. Title1 5% funding is allocated to ensure that staff not fully certified can be supported in becoming highly qualified.

Part 3: TA Schools Only

3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.
The school provides targeted academic intervention for students at risk of not meeting grade level expectations, through afterschool, our daily morning intervention block, Saturday Academy, guidance support services and attendance initiatives. Students in Temporary Housing (STH) funds have been set aside for educational trips, school supplies, uniforms and social and emotional support for STH.

3b. 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).

Educational Assistant and cluster teachers are scheduled multiple periods during the regular school day to push-in and provide targeted academic intervention within the classroom during the regular school day.

Part 4: SWP Schools Only

4a. 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.).

Monthly Parent workshops are held. Monthly Newsletters are sent home to parents informing them of the upcoming curriculum for the month. Monthly progress reports are sent home to parents. Our part-time Pre-K Social Worker conducts workshops with parents to inform them of the prerequisite skills needed for success in Kindergarten. Pre-K students and parents do a June tour of their prospective Kindergarten class. Pre-K and Kindergarten teachers meet monthly for cross grade planning. There is ongoing Intervisitation between the Pre-K teacher and the Kindergarten teacher.

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

The Early Screening Inventory benchmark assessment is administered by Pre-K teachers in the Fall. Subsequent to this, teachers observe students, collect data and create ongoing assessments which they use to drive their instruction.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	140,893.00	X	5A,5B
Title II, Part A	Federal	80,851.00	x	5A

Title III, Part A	Federal	0	x	
Title III, Immigrant	Federal	0	x	
Tax Levy (FSF)	Local	1,201,209.00	x	5D, 5A,5B

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school’s policy.

Your school’s Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current 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 the school. **[School name]**, 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 the school and the families. The 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 the school community. **[School name]** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The 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;
- 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 (SPC) Template

[School name] , 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 on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;

- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to 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.

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your Senior ELL Compliance and Performance Specialist. Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>P.S. 25</u>	DBN: <u>16K025</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

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

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

Part C: Professional Development

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

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

Begin description here: _____

The afterschool program will be provided by both the certified push-in ESL teacher and 6 general ed. Aspecial ed. classroom teachers that will be assigned to work on a specific Kdg. – 5th grades. 3 professional development sessions will be offered to all the afterschool teachers every 4 weeks. During these professional development sessions the push-in ESL and the general ed. And special ed. classroom teachers will collaborate to review student's ongoing performance. Based on all their collected data which will include the 2013 LAB-R and NYSESLAT results, the teachers will revise and/or adapt their afterschool curricula in order to meet the needs of the ELL students. Student work portfolios and formal & informal assessments will also be reviewed in order to inform students, parents and their formal classroom teacher of their academic progress during the afterschool program.

Part D: Parental Engagement Activities

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

Part D: Parental Engagement Activities

- how parents will be notified of these activities

Begin description here: _

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

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

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	<u>\$9,074</u>	<u>per session expenditure for an ESL</u>
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	<u>\$1,061 professional development</u>	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	<u>1,065</u>	<u>NYSESLAT instructional materials will be used by the push-in ESL teacher with all the ELL students during the Kdg.-5th afterschool program</u>
Educational Software (Object Code 199)	<u>0</u>	_____
Travel	<u>0</u>	_____
Other	_____	_____

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
TOTAL	<u>11,200.</u>	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

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

Principal Anita Coley	Assistant Principal Dr. Esther Wilson
Coach N/A	Coach N/A
ENL (English as a New Language)/Bilingual Teacher Juliette Salas	School Counselor Angela Cobb Sierra
Teacher/Subject Area Denise Kentish/SE	Parent Tanya Fleming
Teacher/Subject Area Sharon Green/ Prek	Parent Coordinator S'Ken Evans
Related-Service Provider Ms. Wendy Walker-Wilson	Borough Field Support Center Staff Member
Superintendent Evelyn Santiago	Other (Name and Title)

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	131	Total number of ELLs	9	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	9	Newcomers (ELLs receiving service 0-3 years)	4	ELL Students with Disabilities	2
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	5	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	9					2				0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

**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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____

Number of students who speak three or more languages: _____

Freestanding English as a New 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		1		1	2								0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic		1				1								0
Haitian														0
French						1								0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)		1	1			3								0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)					1	1								0
Expanding (Advanced)	2													0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0
4	1	0	0	0	0
5	2	0	0	0	0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4	1								0
5			2						0
6									0
7									0
8									0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
We use ongoing assessments and collection of student work to effectively plan for instruction and professional development. Formal assessment tools used to assess early literacy skills include the LAB R, NYSESLAT, ECLAS 2 and students' math and writing portfolios. Informal assessments include conference logs, journals, reading and writing folders, among others.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Specifically, the NYSESLAT provides us with in depth information about our ELLs. ELLs are making incremental gains on the assessment by moving to the next proficiency level to become language proficient. The LAB-R and NYSESLAT results are used to plan classroom and program instructions. Students who are beginners or intermediate receive 360 minutes of ESL services and those that are advanced receive 180 minutes a week. Most English language learners moved up to the advanced level showing significant improvement. Home languages include a majority of Spanish speaking students, Arabic, and French speaking students. Although ELLs are making steady gains on the NYSESLAT, after looking at students in this program at PS 25 (ESL scores) that across grade levels in reading and writing is where students are having the most difficulties. This correlates with research findings which indicate that productive skills in language acquisition take longer to acquire. It is interesting to note that the majority of our ELL students in grades K to grades 3 are the ones who tested out proficient. In addition, the report shows that an English language learners' performance in the NYSESLAT is a strong predictor of whether he or she will meet standards on the State ELA exam. In fact, the majority of these advanced students scored at level 2 or above on the NYS ELA, Math and Science assessments. It was also noticeable that former ELL students are often out performing the non-ELL students across the grades.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
In the listening and speaking modalities most ELL students scored at advanced or proficient levels, however they mostly score just an advance on the reading and writing modalities even when those same students score a 3 on the NYS ELA. NYSESLAT scores also indicate that many ELLs with disabilities are at advanced or proficient levels in listening and speaking, however, they scored at the advanced and intermediate levels of language acquisition in reading and writing. Beginner ELLs taking the ELA after one year are mostly scoring at level 1; however, these students are making better progress in Math and Science.

4. For each program, answer the following:
- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

The overall performance data on the ELA, MATH and Science assessments shows that our ELL population needs to work on their linguistic and cognitive/ academic language skills in the four English language modalities along with test taking strategies. Therefore, all teachers are focusing on these areas in their classroom instruction. The performance on summative (i.e. standardized tests) and formative assessments (i.e. portfolios, logs, benchmark tests) informs teachers' future planning. ELL students at PS 25 engage in a rich variety of learning experiences that further advance their linguistic and academic growth. Additionally, support services include as follows: guidance counseling, speech and language, and occupational and physical therapy, SETSS, after-school, extended day, and Saturday classes. The implications for the school's LAP and instructional policies are derived from the strengths and needs noted in the NYSESLAT along with many other formal and informal assessments. This year we will continue targeting the linguistic, cognitive and academic skills across the grades in literacy and all content areas throughout the school day, extended hours, after-school and Saturday classes. We also offer additional support in listening and speaking language development for the newcomer and SIFE ELLs including an increased use of technology resources in the classroom, the computer lab, and Library Media Center. All instructional activities and additional supports offered to our ELL population focuses on English language acquisition towards proficiency and academic achievement. We also focus on the reading and writing skills of our ELL students at the advanced level. Especially, school leadership and teachers of ELL students in grades 3, 4 and 5 use the results of the NYSESLAT periodic assessments, the ELA and Math predictives in ACUITY, the data analysis on NY Start along with formative assessments for future planning and the implementation of intervention supports. In the lower grades, teachers of ELLs use the LAB-R, NYSESLAT, ECLAS-2 and many other formative assessments (i.e. Treasures literacy benchmark and unit tests, reading and writing logs; and Everyday Math unit assessments, classroom observations and math logs) to inform instruction. Again, all ELLs receive the intervention support as needed.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs.*]

Collaborative team support teachers in improving educational outcomes for all students K-5 at PS 25, by meeting together to make decisions leading to improve student achievement. Teaming structures vary and could consist of teachers, administrators, and other educators. Teams plan for students success through Data analysis, curriculum planning, shared by best practices, and discussion of interventional strategies.

6. How do you make sure that a student's new language development is considered in instructional decisions?
To assist our students in developing their linguistic and cognitive skills and achieve higher academic performance, our plan includes the following:
- Collaboration between classroom, content area and ESL teachers to create an intergrated curriculum that will accelerate English language acquisition and develop the students' cognitive and academic skills.
 - Analyze our ELLs' performance data through ARIS to make sound educational decisions.
 - ESL teacher and cluster teachers will implement the sheltered English approach to deliver academic content area instructional support for the ELLs.
 - Ensure that teachers analyze and use all available data that help identify students' strengths and weaknesses to differentiate instruction.
 - Use of bilingual dictionaries and content area glossaries, especially, in grades 3, 4 and 5.
 - Provide and encourage teacher participation in professional development opportunities focusing on instructional strategies for ELLs and technology standards-based online programs.

7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?

Paste response to questions here:

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

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

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

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

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

The IEP team at P.S. 25 evaluates all ELL students to determine their eligibility for special education services. They also determine the language in which special education programs and services are delivered. ELLs in P.S. 25 who are evaluated as students with disabilities receive accommodations that apply both to ELLs and SWD, as appropriate. ELLs with disabilities take the NYSESLAT, and may use the test modifications and accommodations as detailed on their IEP when taking the NYSESLAT.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

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

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

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

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

P.S. 25 inform parents of all newly enrolled ELLs of all their options at orientation.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
- The NYC school system provides for crucial parental involvement of newly admitted English Language Learners. There is a multi-step process that ensures the identification, appropriate placement and support services for ELLs at the school level. Parents are asked to decide which program best meets the needs of their children through their participation in several activities. Initially, the HLIS is distributed to all parents according to their home languages. Then parents receive the Guide for Parents of English Language Learners and the Parent Survey and Program selection form, all in their home languages as well, along with an invitation to a Parent Orientation meeting. At that time, the ESL teacher informs parents with clarity and objectivity the three bilingual program choices available in the NYC public school system: Transitional Bilingual, Dual Language or Freestanding ESL. A parent orientation CD is available in nine languages to effectively inform parents of newly registered ELL students program choices. Parents are also provided with information on the State Standards, assessments, school expectations and the general requirements of the ESL programs at P.S. 25. Finally, children are placed as indicated in the parents' program selection forms. All meetings are translated in Spanish, Swahili, Bengali, and any other parental home language when a translator is available. The timeline in which to complete these services is 10 school days.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
- Paste response to question here:
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
- Paste response to question here:
9. Describe how your school ensures that placement parent notification letters are distributed.
- Paste response to question here:
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
- Paste response to question here:
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
- Parents complete the Parent Survey and Program Selection form and the school conforms with parental Program selection accordingly. After reviewing the parent surveys and program selection forms for the past few years the trend in program choice has been the Freestanding English as a Second Language program. TBE is not a program in our school again so parents are informed where they could find TBE programs. In our Freestanding English as a Second Language program which includes the ESL Push-in/Pullout models, ESL instruction focuses on the achievement of English language proficiency in the four modalities: listening, speaking, reading and writing, through the use of specific instructional methodologies. In aforementioned programs, highly qualified ESL certified teacher effectively plan rigorous daily instruction in all content areas to guide students in achieving and exceeding the New York State Core Curriculum Standards. As a result, ELL parents have been content with their final choice and are reluctant to leave P.S. 25.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
- The LAB-R is administered to a newly registered child within ten days when the HLIS indicates a home language other than English. If the LAB-R result is below the cut off score the child is entitled to receive ESL support services. At beginning of each school year, entitlement and non-entitlement letters are given respectively to parents of English Language Learners and English proficient students in their home language.
- P.S. 25 ensures that entitlement letters are distributed and the Parent Survey and Program Selection forms are returned. The submitted forms are thoroughly reviewed by the ESL Teacher in order to confirm with parental choices. Copies of parental administrators. When parents can't attend the Orientation and the Parent Survey and Selection forms are not returned, the ESL teacher follows up via mail and/ or phone calls if necessary. Again, parents of ELL students are provided with translation and interpretation services as needed, and the documents are provided in both English and their native language.
- As required under Part 154, parents of newly enrolled ELLs are invited to two additional informational meetings. Parent-Teacher Conferences including Open School Nights are held in the Fall and Spring semesters to meet with staff members to discuss students performance. Recognizing that the parents of ELL students face their own challenges in transitioning and adapting to a new culture and school system coupled with their own need to build confidence and capacity to support their children in school, we continue to build on our current Parent Involvement Activities
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

The ESL program model offered at P.S. 25 is aligned with parental requests. To continue aligning parental choice with our program offering we make every effort to adequately disseminate all initial and ongoing parental information to build a more trusting and positive relationship. As we promote ELL parental school involvement throughout the year we maximize the academic performance of our ELL student population in Freestanding English as a Second language program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).

- a. Freestanding ENL program.

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

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

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

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

- b. TBE program. *If applicable.*

Paste response to questions here:

- c. DL program. *If applicable.*

Paste response to questions here:

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

The ESL teacher ensures that the mandated number of instructional minutes is provided according to the proficiency levels of our ELLs. The schedule of our ESL students is provided to our principal who approves it. In compliance with CR Part 154, ELL students who are beginner or intermediate levels receive 360 minutes a week of ESL services and those that are at the advanced level receive 180 minutes a week. The program serves all students with limited English proficiency (ELL) until they achieve proficiency in the English language. ELL students receive ESL services by their ESL certified teacher through collaborative planning for small group ESL instruction, through a Push-in/ Pull out Model. In addition, ELL students in grades K-5 participate in our Extended Day, and After-School programs.

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

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

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

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

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

When a new student is registered in our school the parent completes the Home Language Identification Survey to identify the child's home language. If the child is identified as an eligible candidate for ESL services he/she is administered the LAB-R. Further, if the child's home language is Spanish and the child does not score above the cut off score, then he/she is administered the NYS Spanish Lab.

Additionally, ELL students in grades 3-5 take the NYS Math and Science Assessments once enrolled in NYCDOE public schools. These students are entitled to use glossaries, test translations or a translator, if the test translation is not available.

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

By giving students several assessments in all four modalities and by monitoring their progress.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

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

a) Plan for SIFE:

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

- Academic intervention services as an extension of the regular ESL school program.

- Individualized student needs assessment.
- Differentiation of instruction in all areas.
- Grade appropriate instructional support materials.
- Ongoing communication with parents to monitor their children's progress.

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

b) Plan for Newcomers:

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

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

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

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

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

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

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

The Principal of P.S. 25 will review the Re-identification process decision to ensure the student's academic progress has not been adversely affected by the determination. The Principal will consult with a qualified staff member in the school, the parent, and the student. If the Principal, based on the recommendation of qualified personnel and consultation with the parent believes that the student may have been adversely affected, the Principal will provide additional support services to the student and may reverse the determination within the same 6-12 months. A letter will be mailed out to the parent in their preferred language notifying them of the final decision within 10 school calendar days.

8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

The school does periodic student progress monitoring through formative and summative assessments including RTI's AimsWeb to identify and provide instructional support and/ or intervention services that students may need to accelerate English language development and academic performance. Targeted interventions for ELL-SWDs in Math, ELA and other areas include as follows: SETTS, ESL, Extended Day, Literacy and Math after-school and Saturday program, Wilson, Occupational and Physical therapy, Speech and language and Guidance counseling.

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

Chart 7 does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

PS 25's policy for

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

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <u>per week</u> (360 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

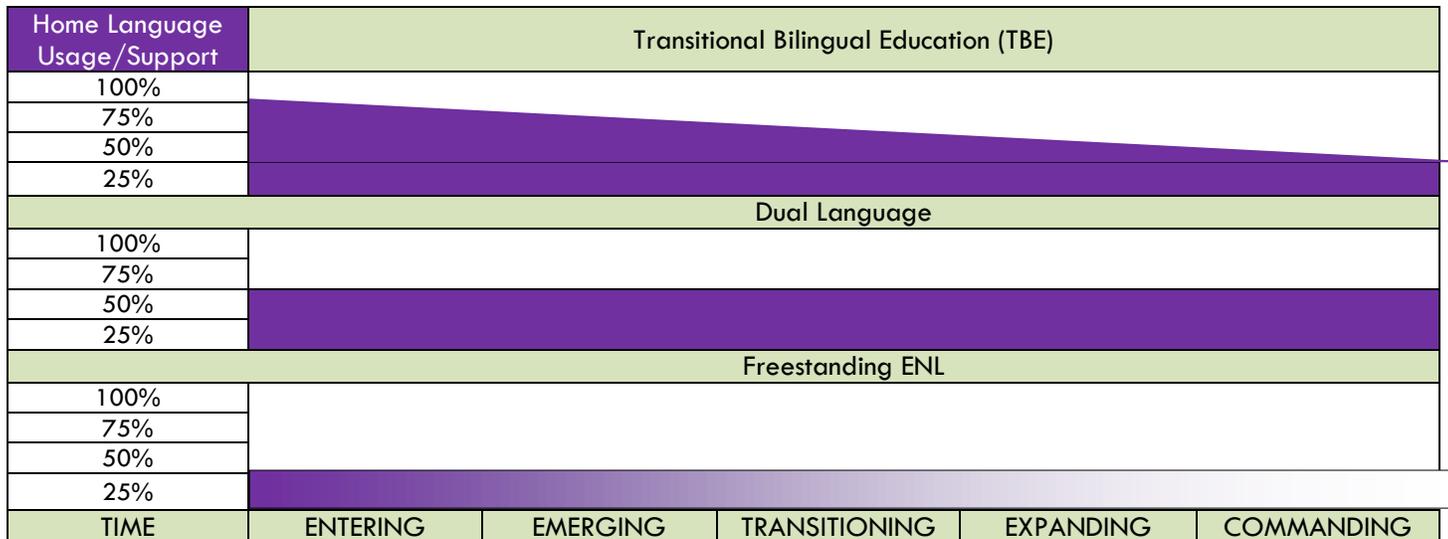


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Targeted intervention programs for all ELLs at P.S. 25 in Math, ELA and other areas are as follows: SETSS, ESL, Extended Day, Literacy, Math, After-School, Wilson, Occupational and Physical Therapy, also Speech and Language, and Guidance counseling. The language of instruction is English. Our bilingual paras are assigned to work with ELL students with IEPs so they can serve as translators. We conduct IEP evaluations and parents meetings in English, Spanish and any other language for our students with special needs. Both the ESL program and classroom teachers provide interventions in the classroom. All teachers monitor students' understanding of the content material and differentiate the instruction to develop the students' English language proficiency in the four modalities: listening, reading, writing, and speaking. For example: They guide students to read, write, listen, ask questions, think and use the academic language to express themselves and scaffold their learning. Briefly, they engage students in a variety of meaningful respectful tasks that are designed according to the students' needs and preferences. Literacy and math instructions are provided through ESL methodology in alignment with NYS Learning Standards for English language learners and the NYC/NYS Common Core Curriculum.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Paste response to question here:
12. What new programs or improvements will be considered for the upcoming school year?
Several new software programs are available for all ELLs. These include: GO-Math, Ready Gen, Wilson Reading, Rosetta Stone, language program and others. We also address the students' learning styles and accelerate English language development through the use of Promethean white boards and computer lab. These technology based resources support differentiated instruction and enhance ELLs' cognitive skills, linguistic and academic growth.
13. What programs/services for ELLs will be discontinued and why?
None of the services and programs will be discontinued next year. They all worked well this year so we will continue them until there is a need to change any.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All ELLs have equal access to the school programs and supplemental services offered in our building. These include: ESL, SETSS, Wilson program, guidance counselor, family worker, parent coordinator, occupational and physical therapy, speech and language therapist, social worker, psychologist, Extended Day, Literacy, and Math After-School, Saturday School, Family Literacy, Music Mentrs and technology related skills and language development programs. We provide additional after-school programs on NYS ELA and Math test preparation for ELL students in grades 3, 4 and 5. Additionally, we implement several after-school state support services (i.e. Liberty Learning, and READ).

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

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
The Balanced Literacy Model is used to support differentiated instruction in targeting our ELL students. The students participate in read aloud, independent reading, shared and guided instruction and min-lessons. We implement the research-based Treasures English language arts program. ELL students use leveled libraries according to their linguistic and academic profiles. In addition, we implement GO-Math, and Ready-Gen the curriculum mandated by the New York City Department of Education which also provides strategies to differentiate math and ELA instructions.
We enhance ESL instruction through computer software and online programs that include: Renzulli, Skills Tutor, Destination, Math/ Reading and Rosetta Stone program. Students use these programs to improve their vocabulary, phonics comprehension skills in English. On the other hand, Promethean white boards support the multisensory needs of ELLs, especially, ELLs with disabilities. Picture dictionaries and bilingual glossaries/ dictionaries are used frequently in the ESL instruction. Additional materials used to familiarize ELL students with the state assessments include: Getting Ready for the NYSESLAT, KAPLAN, New York State Coach in ELA and Go-Math. Technology is also used to accelerate ELL students' English language development.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
At P.S. 25 there is native language support in the ESL classes. Students are allowed to use their native language with the teacher and/ or peers to express understanding or ask for clarification. Books in the different languages, Webster Dictionaries, picture dictionaries and bilingual dictionaries/ glossaries are available to support instruction. As a testing accommodation, translated editions of some tests and bilingual glossaries are provided when taking State content area examinations. We help students

develop their vocabulary skills so they could move quickly in Reading. We use assessments as standardized exams, teacher made test, portfolios, conferencing project and technology based reports. These assessments are aligned with state content language program goals as well as grade-level academic expectations and cross-cultural competence.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
The required services support resources correspond to ELL's ages and grade levels. ELL students acquire and develop English language skills while meeting their grade and age level standards in literacy and the content areas. ELL students' periodic progress monitoring through formative and summative assessments is used to drive ESL instruction in the four English language modalities: speaking, listening, reading and writing.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
We conduct parent orientation as soon as students are enrolled, identified and entitled to receive ESL instructional services. There are also meetings with the parent coordinator, and the school's secretary. They help conduct oral interviews with parents, gather documentation upon registration and discuss the child's placement. All meetings are translated for parents in Spanish and other languages when a translator is available. All parents are invited to parent-Teacher Conferences/ Open School Nights in the Fall and Spring semesters to meet staff members to discuss student performance.
19. What language electives are offered to ELLs?
Students are permitted to use their native language with each other and bilingual dictionaries/ glossaries can be used in the classrooms as well.
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

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B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Paste response to question here:
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Paste response to question here:
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Paste response to question here:
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
Paste response to question here:

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

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

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
Parent involvement in our school is a key component of our yearly planning. School orientation is provided for parents of newly registered ELLs by the Parent Coordinator and the ESL teacher to provide them with information about ESL program at P. S. 25. Parents are informed of program descriptions, instructional requirements, and school program choices through an orientation video, parent guides and other literature in the parents' home languages
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Recognizing that the parents of ELL students face their own challenges in transitioning and adapting to a new culture and school system coupled with their own need to build confidence and capacity to support their children, we constantly build on our parent involvement activities. Parents are invited to participate in monthly Parent Teachers Association meetings and workshops. For example: computer workshops include Creating Google Docs, Using My Skills Tutor and Destination Read/ Math. Some parents are also trained to use Achievement Reporting and Innovation System (ARIS) online to access important performance information about their children. Other parental activities include the Saturday school, holiday celebrations, NY Cares, school assemblies among others.
5. How do you evaluate the needs of the parents?
Parental needs are evaluated through formal interviews and informal conversations during parent-teacher conferences, workshops, school events, and PTA meetings. Staff and the administration make every effort possible to answer any questions and concerns that parents may have. Parents provide valuable information about their children, their background, strengths and weaknesses, behavior and academic work as well as their socio-economic situation. We work closely with them, for instance, when we have to make referrals for different services based on the students' needs.
6. How do your parental involvement activities address the needs of the parents?
Because parents are essential members of our school community parental involvement activities always address their needs. We work closely with them to monitor student academic progress and ELL students' development of English language proficiency.

D. Additional Information

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

Paste response here:

School Name: **The Eubie Blake**

School DBN: **PS025**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Anita Coley	Principal		1/1/01
Dr. Esther Wilson	Assistant Principal		12/17/15
S'Ken Evans	Parent Coordinator		12/17/15
	ENL/Bilingual Teacher		
Tanys Fleming	Parent		12/17/15
Walker Wilson	Teacher/Subject Area		12/17/15
Sharon Green	Teacher/Subject Area		12/17/15
N/A	Coach		
N/A	Coach		
Angela Sierra	School Counselor		12/17/15
Evelyn Santiago	Superintendent		12/17/15
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **16K025** School Name: **The Eubie Blake School**
Superintendent: **Evelyn Santiago**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

To ensure that all parents are provided with appropriate and timely information in a language they can understand, several steps are taken. First parents fill out the Home Language Identification Survey. In this survey parents state what language (s) is (are) spoken at home. The data gathered from these surveys is then entered on ATS. When parents are sent written information, they receive it in English and the information is translated into their native language. In order to provide parents with any information related to their children's educational options and achievements, communication is done by both oral and written interpretations.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Parents' preferred languages include Spanish, Arabic, French, and Bengali.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

PS 25 typically disseminates flyers advertising upcoming school events such as assemblies (distributed monthly), Health Fair (May), STEM Fair (February), and Multicultural Day (May). Letters are distributed notifying parents of parent-teacher conferences (November, March and May, half-a-days (November and March), special programs that are offered such as after-school programs (September), upcoming school closings (the week before each holiday occurs), and New York State testing dates (Fall and Spring). Newsletters and progress reports are sent to parents on a monthly basis. Report cards are issued in November and March.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

There are parent-teacher conferences scheduled for November 4, November 5, March 2, March 3, and May 12th. Curriculum Teas are held for all parents on the third Tuesday of each month. Workshops for parents (Tuedays)

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Spanish and French speaking staff members assist in translating documents. These documents include-flyers, letters, report cards and consent forms. In order to communicate with Bengali, Arabic, and French speaking parents, documents are sent to the Translation and Interpretation Unit and upon return, they are sent home to parents. Google translate is also used to translate documents and text books.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Spanish speaking school staff is available to make oral interpretations via phone calls or during parent visits to the school for meetings and workshops. The Translation and Interpretation Unit services have

been also utilized for oral interpretations (e.g., during parent meetings with teachers and parent-teacher conference night.) Parent volunteers who work with the African Services Committee are available upon the school's request to come in to our school to provide oral interpretations for parents who do not speak the languages covered by the New York City Department of Education (e.g., Fulani, Mandingo.)

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Staff members are provided with Translation and Interpretation brochures. Staff members are also directed to the Department's website. The website provides them with information on how to connect with the Language Line. Additional support is also provided by the Parent Coordinator. The Parent Coordinator will provide staff members with information on how to use the various translation services.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

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

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Feedback is gathered from parents through formal interviews, also informally through ongoing communication with parents during conferences, workshops, school events, and PTA meetings. The New York City annual school survey also provides us with important feedback from our parents.