

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

21K225

School Name:

P.S. K225 - THE EILEEN E. ZAGLIN

Principal:

MICHAEL COSMAI

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Eileen E Zaglin School School Number (DBN): 21k225
Grades Served: Pre-K - 8
School Address: 1075 Oceanview Avenue Brooklyn, NY 11235
Phone Number: 718-743-9793 Fax: 718-743-7096
School Contact Person: Michael Cosmai Email Address: Mcosmai@schools.nyc.gov
Principal: Michael Cosmai
UFT Chapter Leader: Christina Grigoli
Parents' Association President: Tamara Irving
SLT Chairperson: Lori Izen
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Tamara Irving
Student Representative(s): _____

District Information

District: 21 Superintendent: Isabel DiMola
Superintendent's Office Address: 1401 Emmons Avenue Brooklyn, NY 11235
Superintendent's Email Address: IDimola@schools.nyc.gov
Phone Number: 718-648-0209 Fax: 718-648-2165

Borough Field Support Center (BFSC)

BFSC: Brooklyn South Director: Cheryl Watson-Harris
Director's Office Address: 415 89th St., Brooklyn, NY 11209
Director's Email Address: cwatsonharris@gmail.com
Phone Number: (718) 759-4843 Fax: (718) 630-1633

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)
Michael Cosmai	*Principal or Designee	
Christina Grigoli	*UFT Chapter Leader or Designee	
Tamara Irving	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Tamara Irving	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Jessica Narciso	Member/ Teacher	
Kela Limani	Member/ Teacher	
Lia Hogan	Member/ Teacher	
Mufti Farooqi	Member/ Teacher	
Chitra Algoo	Member/ Parent	
Milagros Martinez	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Gladys Patricia Tejero	Member/ Parent	
Tahira Perveen	Member/ Parent	
Nicole Harchuck	Member/ Parent	
	Member/	
	Member/	
	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.

P.S. 225 is a Pre - K through 8 school located in Brighton Beach serving approximately 1,000 students. Currently, 38% of our students are ELL students and 24% are students with disabilities. We believe that all children have a right to an education that promotes creativity, high expectations and standards-based instruction through expert teaching. The mission of the P.S. 225 administration and staff is to create a nurturing and exciting environment in which children of multicultural and multi-ethnic backgrounds can appreciate and celebrate the diversity of ideas, values and culture in the school community.

Some of the special initiatives being implemented include:

- Participating in Teacher's College Units of Study in Writing training
- Starting a new musical performance program through our music department
- Introducing theater arts and performance to our students
- Teaching students to develop an academic growth mindset
- Intervisitations to nearby school to exchange ideas and collaborate on professional learning.

The elements of the Framework for Great Schools in which our school made the most progress over the past year are Strong Family and Community Ties and Collaborative Teachers. To promote strong family and community ties, we introduced award nights and parent workshops to increase the number of parents involved in our school. We also used our parent engagement evenings to host events such as a student carnival paired with a parent information evening. We had translators in attendance at these events to assist parents who were not fluent in English so that they could participate in the event and become part of the school community.

To build teachers' capacity in collaboration, we programmed teachers in each grade so that they would have common prep periods each day so that they could meet to plan, look at student work and engage in inquiry work. These collaborations led teachers to be able to differentiate their instruction accordingly. We also formed a professional learning committee so that teachers could have a voice in the course of professional learning and engage in professional learning that was relevant to them.

The key areas of focus for our school this year will be to improve writing and improve teachers effectiveness in Danielson component 3b Questioning and Discussion. To achieve this, we will be a part of the Teacher's College Units of Study in Writing professional development program in grades K through 8. Classroom observations and looking at student work will indicate the effectiveness of the implementation of this new writing program. To increase effectiveness in 3b, our professional learning will focus on this specific component throughout the year. We will integrate professional books and teacher-led learning sessions (as outlined by the professional learning committee) to determine how to best improve the quality of teacher questions and student discussions in each classroom. Classroom observations will help us measure the effectiveness of this plan.

21K225 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	946	SIG Recipient
				N/A
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
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	10	# SETSS	5	# Integrated Collaborative Teaching
				10
Types and Number of Special Classes (2014-15)				
# Visual Arts	14	# Music	13	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	66.6%	% Attendance Rate	92.6%	
% Free Lunch	62.7%	% Reduced Lunch	1.4%	
% Limited English Proficient	36.7%	% Students with Disabilities	24.3%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.6%	% Black or African American	2.4%	
% Hispanic or Latino	38.1%	% Asian or Native Hawaiian/Pacific Islander	17.2%	
% White	41.6%	% Multi-Racial	0.1%	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.08	# of Assistant Principals (2014-15)	1	
# of Deans (2014-15)	1	# 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)	8.3%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)	9.79	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	21.1%	Mathematics Performance at levels 3 & 4	36.2%	
Science Performance at levels 3 & 4 (4th Grade)	94.3%	Science Performance at levels 3 & 4 (8th Grade)	28.0%	
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	100.0%	
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	N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	YES	
White	YES	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	YES	
Economically Disadvantaged	YES			
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	YES	Asian or Native Hawaiian/Other Pacific Islander	NO	
White	YES	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	YES	
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	NO	Asian or Native Hawaiian/Other Pacific Islander	YES	
White	NO	Multi-Racial	YES	
Students with Disabilities	YES	Limited English Proficient	NO	
Economically Disadvantaged	NO			
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.

A review of our most recent Quality Review reveals that across classrooms, teaching practices are becoming aligned to the curricula and beginning to reflect a set of beliefs about how students learn best. We have made strategic decisions to improve alignment of curricula to the Common Core Learning Standards and to improve the level of rigor by switching our English Language Arts curriculum to Core Knowledge in grades K-2 and Expeditionary Learning in grades 3-8. This has led to increased teacher performance in Danielson Domain 1: Planning and Preparation. However, our Quality Review from 2014-2015 stated that, “School wide, student work products and discussions reflect uneven levels of student thinking and participation”. In addition, the results of the most recent ELA exam show that our average ELA score on the exam was 2.51, which places us at the 48th percentile citywide. Strengthening the rigor of writing instruction by planning CCLS-aligned units of study and performance tasks will set high standards in every classroom and engage students in activities that develop critical thinking skills.

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, ELA teachers in each grade from K through 8 will collaboratively develop rigorous CCLS-aligned units of study in writing and performance tasks to improve rigorous instruction as measured by a 10% increase in the average student proficiency on the NY State ELA exam (from 2.51 to 2.76).

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>Professional Development at Teacher’s College in developing units of study in writing.</p>	<ul style="list-style-type: none"> • One teacher per grade who will turnkey training to their grades • Principal • Assistant Principals 	<p>September 2015 – June 2016</p>	<ul style="list-style-type: none"> • Principal • Assistant Principals • Professional Learning Committee
<p>Collaborative planning sessions with classroom teachers, ELL teachers and Special Education teachers to plan writing units and lessons.</p>	<ul style="list-style-type: none"> • Classroom teacher • ELL Teachers • Special Education teachers 	<p>September 2015 – June 2016</p>	<ul style="list-style-type: none"> • Principal • Assistant Principals • Professional Learning Committee
<p>Information sessions at monthly PTA meeting to apprise parents of our plans and our progress.</p>	<ul style="list-style-type: none"> • Parents 	<p>September 2015 – June 2016</p>	<ul style="list-style-type: none"> • Assistant Principals • Teachers • PTA • Parent Coordinator
<p>Monday Professional Learning time dedicated to grade team collaborations, looking at student work and implementing modifications to units and lessons.</p>	<ul style="list-style-type: none"> • Classroom teachers • ELL teachers • Special Education teachers • Academic Intervention teachers 	<p>September 2015 – June 2016</p>	<ul style="list-style-type: none"> • Professional Learning Committee • Assistant Principals • Grade Leaders

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 cost of professional development at Teacher’s College will be approximately \$2,000, which include the additional funds required to support the addition of both of our Assistant Principals to the program. The writing kits that correspond to the training have already been purchased during the 2014-2015 school year. Teachers will meet on Monday afternoons during professional learning time for at least 50% of the professional learning time each week to collaborate on planning and implementation of the Units of Study in Writing. The Principal and Assistant Principals will rotate among grades each week to ensure consistency of the program. The professional learning committee will oversee the professional learning that is conducted each Monday and will develop a plan to share work in each grade vertically with other grades.											
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	X	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, teacher will have completed a least two of the writing units. The impact of the work done in these units will be measured by an examination of pre and post unit student writing pieces. Adjustments will be made based on the data.
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.

Our schoolwide attendance has hovered around 92% for the past several years. An increased awareness of the importance of attendance and the impact of regular attendance on instruction will serve to improve student performance in school. In addition, our Framework for Great Schools Report from 2015 indicates that our rate of chronic absenteeism is currently 26%, which is higher than the city rate of 21%. Focused efforts in this specific area of deficiency improves our chances of increasing student attendance and student performance outcomes.

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 a 3% increase in whole school attendance rates as measured by the school’s Annual Attendance Report.

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) 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>Monthly Student of the Month and Attendance Award awarded at PTA meetings to students in grades Pre-K through 8 to promote consistent attendance and recognize students for their effort and academic excellence</p>	<ul style="list-style-type: none"> • Students in grade Pre-K through 8 	<p>September 2015 – June 2016</p>	<ul style="list-style-type: none"> • Assistant Principals • Parent Coordinator

	<ul style="list-style-type: none"> Parents of students PTA members		<ul style="list-style-type: none"> Teachers PTA President
Using ATS Reports and daily attendance to identify students who are chronically absent and track the rate of chronic absenteeism during the school year. Providing intervention for those students to improve attendance, including: guidance intervention, meeting with parents, monitoring of attendance by teacher and daily reporting to AP in charge of attendance and Family Assistant.	<ul style="list-style-type: none"> Chronically absent students Parents of chronically absent students	September 2015 – June 2016	<ul style="list-style-type: none"> Family Assistants Assistant Principal in charge of Attendance Parent Coordinator Pupil Personnel Secretary Teachers Guidance Counselor School Psychologist
Monthly attendance meetings to track school wide attendance and attendance of targeted students.	<ul style="list-style-type: none"> Chronically absent students Parents of chronically absent students	September 2015 – June 2016	<ul style="list-style-type: none"> Principal AP in charge of Attendance Family Assistants Parent Coordinator Pupil Personnel Secretary
•			

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.											
Resources include: Funds to purchase awards for excellent attendance, automated phone system to contact parents of absent students, family assistants, parent coordinator, assistant principal, pupil personnel secretary, schedule adjustments to accommodate attendance meetings and meeting with parents											
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	X	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, chronic absenteeism will show a decline of 5%, making it equal to the city wide rate.

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

- 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.

While our school achieved a rating of “proficient” in Quality Review indicators 4.2 (Teacher teams and leadership development) and 1.1 (Curriculum) on our most recent quality review, collaborating to raise the quality and rigor of the writing tasks we give our students is always a priority. Our recent switch to Core Knowledge in grades K-2 and Expeditionary Learning in grades 3-8 has provided our ELA teachers with rigorous curricula aligned to the CCLS; however, in ELA classroom across grades, teacher-created writing tasks are of varying quality. In addition, only 21% of our students received a level 3 or level 4 on their most recent NY State ELA exams. An examination of ELA writing tasks will reveal the gaps between the tasks and the demands of the CCLS and will allow teachers to differentiate their tasks so that all students, including SWD’s and ELL’s , are challenged with rigorous writing tasks 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–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

By June 2016, ELA teachers will collaboratively analyze student performance tasks to improve writing skills as measured by a 10% increase in students scoring at or above a level 3 on their on demand tasks.

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) 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>Professional Learning sessions around task evaluation. Writing tasks will be evaluated using a rubric for rigor and alignment to the CCLS. Tasks will be modified at professional learning sessions, and during collaborative planning time during the school day.</p>	<p>ELA teachers</p>	<p>September 2015-June 2016</p>	<ul style="list-style-type: none"> • Assistant Principals • Grade Leaders • Professional Learning Committee • ELA Teachers
<p>ELA teachers will meet with ELL and Special Education teachers to modify writing tasks to create rigorous differentiated tasks for all students. Selected teachers in grades K-2 will extend this collaborative work with teachers from P.S. 253.</p>	<ul style="list-style-type: none"> • ELA teachers • ELL Teachers • Sp.Ed. Teachers 	<p>September 2015-June 2016</p>	<ul style="list-style-type: none"> • Assistant Principals • Grade Leaders • Professional Learning Committee • ELA Teachers • ELL Teachers • Special Education Teachers
<p>Information sessions at monthly PTA meeting to apprise parents of our plans and our progress.</p>	<p>Parents</p>	<p>September 2015-June 2016</p>	<ul style="list-style-type: none"> • Assistant Principals • Grade Leaders • Professional Learning Committee • ELA Teachers • ELL Teachers • Special Education Teachers • Parent Coordinator

<p>ELA teachers, ELL teacher and special education teachers will use the Tuning Protocol to look at student work to measure the impact of using rigorous differentiated tasks.</p>	<ul style="list-style-type: none"> • ELA teachers • ELL Teachers • Sp.Ed. Teachers 	<p>September 2015-June 2016</p>	<ul style="list-style-type: none"> • Assistant Principals • Grade Leaders • Professional Learning Committee • ELA Teachers • ELL Teachers • Special Education Teachers
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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>Teachers on each grade will be programmed to have a common planning period available every day. They will also meet during professional learning time on Mondays. Resources will be used to purchase professional books for teachers to read together and learn strategies for designing rigorous tasks. Members of the professional learning team will design the professional development around this goal and grade leaders and assistant principals will be responsible for making sure that it is carried out. Teachers’ schedules will be adjusted to accommodate collaboration with teachers at P.S. 253.</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	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind	X	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>
<p>By February 2016, teachers will have collaborated to gauge the rigor of their writing tasks and rewrite them to increase the level of rigor. There will be a 5% increase in students scoring at or above a level 3 on their on demand tasks as a result of teachers rewriting their ELA tasks to achieve a higher level of rigor.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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.

Our most recent Quality Review Report cited inconsistencies in student discussions as one of the factors that contributed to a rating of “developing” in QR indicator 1.2 Pedagogy. In addition, 22% of all teacher ratings in component 3b Questioning and Discussion during the 2014 -2015 school year were “developing”. There is a copious amount of research that suggests that students learn best when they are interacting with each other. To improve the quality of student-to-student discussions and of student performance, we must improve teacher pedagogy in component 3b.

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, school leaders will create and implement a professional development plan that build teachers’ capacity to use questioning and discussion techniques for all students, resulting in a 10% increase in teachers improving one performance level as reflected in Danielson component 3b Questioning and Discussion in Advance.

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 parent leadership and engagement as a key lever for school improvement. 	<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>Intervisitations by struggling teachers to the classroom of colleagues who are effective and highly effective in component 3b</p>	<p>Teachers rated “developing” in component3b</p>	<p>September 2015 – June 2016</p>	<ul style="list-style-type: none"> • Principal • Assistant Principals • Grade Leaders • Professional Learning Committee
<p>Professional Learning plan developed by Professional Learning Committee to target improvement in component 3b, including: an analysis of component 3b, viewing and rating of video lessons, reading professional books and implementing new strategies for component 3b in lessons.</p>	<p>All teachers</p>	<p>June2015 – June 2016</p>	<p>Professional Learning Committee</p>
<p>Information sessions at monthly PTA meeting to apprise parents of our plans and our progress.</p>	<p>Parents</p>	<p>September 2015 – June 2016</p>	<ul style="list-style-type: none"> • Principal • PTA
<p>Analysis of teacher observation ratings in component 3b</p>	<p>Teachers</p>	<p>June 2015- September 2016</p>	<ul style="list-style-type: none"> • Principal • Assistant Principals

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><i>Professional Learning Committee will design and provide professional development for teachers. Professional book clubs will meet on Monday afternoons to read books that will support improvement in component 3b (such as <u>How to Design Questions and Tasks to Assess Student Thinking</u> , by Susan M. Brookhart). These book study session will be led by grade leaders. The Principal and Assistant Principals will design intervisitation schedules to support improvement in component 3b. We will renew our contract with Teachboost, which is an online program used to track teacher observations. Teachers’ schedules will be adjusted to accommodate intervisitations during the school day.</i></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	X	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, the ratings in component 3b will show an upward trend from September to June. An analysis of teachers' ratings who are participating in intervisitations will show progress toward a 10% improvement in the number of teachers in teachers improving one performance level as reflected in Danielson component 3b Questioning and Discussion in Advance.

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.

While our most recent survey show that 92% of our parents survey are satisfied with our school culture, the survey also reveals that over 40% of parents contend that they have only been invited one or two times to an event at school. In addition, over 60% state of parents that they have rarely attended parent teacher association meetings. To build stronger community ties and push our overall satisfaction rate even higher, we plan to schedule more parent and family events throughout the year.

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, the school will develop a more collaborative partnership with families and community as measured by a 10% increase in parents who agree or strongly agree on the School Culture section of the NYC School Survey.

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 student awards in each class in grades K through 8 to be awarded at monthly PTA meetings.</p>	<ul style="list-style-type: none"> • Parents • Students 	<p>September 2015 – June 2016</p>	<ul style="list-style-type: none"> • Student of the Month Awards Coordinator • Grade leaders • Assistant Principals • Parent Coordinator
<p>Monthly music, theater and dance performances by students to increase parent attendance at workshops and monthly PTA meetings</p>	<ul style="list-style-type: none"> • Parents • Students 	<p>September 2015 – June 2016</p>	<ul style="list-style-type: none"> • Performing Arts teacher • Music teacher • Assistant Principals • Parent Coordinator
<p>Workshops for parents of ELL students, including those newly arrived to the country.</p>	<p>Parents of new ELL students</p>	<p>September 2015 – June 2016</p>	<ul style="list-style-type: none"> • PTA President • Family Assistant • Assistant Principals • ELL teachers

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 Student of the Month Award coordinator will collect the names of exemplary students from each class every month. Awards will be distributed at monthly PTA meetings. The meetings will move to the evening to increase parent attendance. Our music, performing arts and dance teachers will collaborate to stage performances for each monthly PTA meeting to increase parent attendance. In addition, teachers and other school personnel will conduct workshops for parents of ELL students.

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	X	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 a 25% increase in parent participation in PTA/school events as evidenced by attendance records as we work toward a 10% increase in parents who agree or strongly agree on the School Culture section of the NYC School Survey given in the spring of 2016.

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)	Students are provided with remediation in ELA as needed based on assessment of teachers. The teacher provides a variety of differentiated activities so that the student may meet the required learning standards. The remediation is coordinated by the classroom teacher and the AIS provider to ensure proper alignment of the the instructional program.	UDL Strategies: 1. Provide Multiple means of representation 2. Provide multiple means of action and expression 3. Provide multiple means of engagement.	Small group	During the school day
Mathematics	Students are provided with remediation in Math as needed based on assessment of teachers. The teacher provides a variety of differentiated activities so that the student may meet the required learning standards. The remediation is coordinated by the classroom teacher and the AIS provider to ensure proper alignment of the	UDL Strategies: 1. Provide Multiple means of representation 2. Provide multiple means of action and expression 3. Provide multiple means of engagement	Small group	During the school day

	the instructional program.			
Science	Science cluster teacher Differentiation of curriculum Interdisciplinary tasks	UDL Strategies: 1. Provide Multiple means of representation 2. Provide multiple means of action and expression 3. Provide multiple means of engagement	Whole class, small group	During the school day
Social Studies	Social studies teacher Differentiation of curriculum Interdisciplinary tasks	UDL Strategies: 1. Provide Multiple means of representation 2. Provide multiple means of action and expression 3. Provide multiple means of engagement	Whole class, small group	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance Counselors work with students as referred by teachers, SAT team and parents who are in need of these services. The counselor also provides service to at risk students where the need exists and also to special education students depending on IEP mandates. The social worker provides at risk counseling and community outreach to families of at risk students as well as families in crisis. School Psychologist provides at-risk counseling to students as is needed.	Providing direct one to one and group sessions for students as dictated by their social/emotional needs.	Small group One-to-one	During the school day

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.
<p>P.S. 225 follows NYCDOE policies for recruitment, retention, assignments and support including high quality professional development that ensures staff is highly qualified. In order to implement all school programs, P.S. 225 employs certified teachers who are willing to learn new ideas and strategies. Before teachers are hired, they go through a rigorous interview process, including questions related to pedagogy, the Danielson Framework, teaching experience and career goals. An average of seven candidates were interviewed this year for each vacancy. In addition, candidates must teach demonstration lessons in our classrooms. The teachers are rated using the Danielson rubric by the principal and assistant principals. New strategies and programs for professional development are researched and approved by the professional learning committee. When new programs are implemented by the staff, professional development is provided so that teachers can successfully implement these programs and strategies into their classrooms. Administrators, mentors, network personnel and grade leaders will work with teachers so that they become proficient in their area of expertise. All teachers participate in staff development opportunities so they will be trained in aligning instruction to the Common Core Standards. Outside consultants are invited into the school to provide teachers with new strategies and programs to address students' learning needs.</p> <p>Teachers will have opportunities to grow as professionals. Through this work they will:</p> <ul style="list-style-type: none"> - develop skills in describing and analyzing student learning using evidence and example - identify learning gaps among NCLB student populations and create plans of action to address student learning needs - self assess and identify professional learning required to become more effective - develop strong questioning techniques and skill in asking questions in multiple ways to provide multiple pathways for students to engage in rigorous academic tasks - develop skill and understanding in the principles of universal design - develop skills in improving professional practice around teacher effectiveness related to the practice of designing coherent instruction, engaging students in learning, monitoring and assessing student learning, and developing questioning and discussion techniques.

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).
<p>Teachers, Paraprofessionals, Assistant Principals, support staff and the Principal will be engaged in ongoing professional development including (but not limited to):</p> <ul style="list-style-type: none"> • Ambassadors Program

- Professional Learning Mondays – targeted professional learning opportunities will be designed for all staff members by the professional learning committee based on teacher observation data, Quality Review feedback, student data and teacher requests.
- Intervisitations for developing teachers with effective and highly effective teachers
- Visits to other schools to learn best practices and collaborate on professional learning.

Part 3: TA Schools Only

3a. Use of Program Resources

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

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).

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.).

The Pre-K staff holds an annual Parent Tea during the month of October in which families receive a comprehensive overview of what to expect in Pre-K and an understanding of the NYS Prekindergarten Foundation for the Common Core. Throughout the year the Pre-K teachers, the Early Childhood social worker and the school nurse meet with parents to educate and inform them about developmental stages common to 3-5 year olds. The teachers and social worker meet with parents on a regular basis to discuss their child's development and if necessary make referrals to the Committee on Preschool Special Education for possible early intervention services for example speech or SEIT services. The teachers also screen all children with the ESI-R in an effort to capture potential developmental delays, possible giftedness and whether English language acquisition support is needed. This screening tool also helps the teachers better meet their students' needs and individualize instruction. The use of the Early Childhood Environmental Rating Scale-r (ECERS-R) ensures that the learning environment is developmentally appropriate and that the teachers are meeting the needs of our youngest learners. The teachers meet with their administrators to review the ECERS-R report in order to make certain that their Prekindergarten classroom is providing the foundation of skills and the knowledge necessary to set their students on the path for college and career. In addition to the aforementioned, the pre-school teachers are being trained in the Work Sampling System (WSS). The WSS is an authentic, performance-based assessment that provides teachers with the framework to strategically document students' behavior, knowledge and approaches to learning. The teachers are being trained to observe their individual students to ensure that the instruction is meeting the needs of all students. The Preschool classroom teachers invite parents to the classroom for special performances and in-house classroom trips so that parents have the opportunity to extend learning at home. At the end of every school year the Pre-K teachers meet with the Kindergarten teachers and provide them any reports and pertinent information about the student. P.S. 225 hosts an annual Open House/Transition to Kindergarten for our existing Preschool families and the community families. At the open house

families of incoming kindergarteners and our existing families meet the Kindergarten teachers and administration and able to gain information and ask question about the upcoming year.

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 Professional Learning Committee will guide all professional learning decisions based on teacher observation data, Quality Review feedback, student data and teacher requests. Grade teams and vertical teams will meet regularly to select and implement multiple assessment measures. Grade and vertical teams will meet to examine assessment results and adjust planning and instruction accordingly.

The Measure of Student Learning Committee selected the MOSL for this school year in consultation with the Principal. PD regarding the MOSL was conducted for teachers during the initial PD in September 2015. In addition, grade teams along with the data specialist examine the item skills analysis data from ELA and Math exams to decide which specific learning standards to focus on during planning for 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	614,251.00	x	11,14,17,20,22
Title II, Part A	Federal	153,636.00	x	11,14,17,20,22
Title III, Part A	Federal	43,448.00	x	11,14,17,20,22
Title III, Immigrant	Federal	0	x	
Tax Levy (FSF)	Local	5,357,603.00	x	11,14,17,20,22

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)

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. **[P.S. 225]**, 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. **[P.S. 225]** 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)

[P.S. 225] , 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>Eileen E. Zaglin</u>	DBN: <u>21K225</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 type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>79</u>
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 checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" 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>5</u>
of certified ESL/Bilingual teachers: <u>4</u>
of content area teachers: <u>1</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: _

• The Eileen E. Zaglin (P.S.225) Title III program will provide our English Language Learners with supplemental instruction in English, through an afterschool program. The instructional program will service ELLs in grades K through 8 who scored on the beginning, intermediate, or advanced levels, in that priority order on the NYSESLAT/ NYSISTELL. The Title III programs main objective is to teach the skills necessary for ELLs to gain, enhance and master English language acquisition.

• The program is comprised of four classes that are taught by four NYS certified ESL teachers and one Common Branch teacher who will be co teaching amongst the four classes. A supervisor will be in attendance to oversee the Title III After School Program during the hours the program will be in effect. The supervisor's responsibilities will include overseeing curricular and instructional issues that will affect student achievement and will assist in the development of instructional planning and material while monitoring the implementation. The supervisor will only be paid with Title III funds from 3:30PM to 4:00PM. She is on regular school time from 2:20 to 3:30 because that is part of her regular school hours.

Approximately 79 students are enrolled in the program. The following is a breakdown of the organized grades: Kindergarten- 1st grade, 2nd grade-4th grade, 5th grade and 6th grade, and 7th and 8th grades.

• The after school classes will meet for 64 session on Wednesday and Thursday afternoons from 2:25 until 4:00. The program will commence on October 8, 2014 and run until June 18, 2015.

• Each of the classes will deliver instruction in English.

• Our four NYS certified ESL teachers will provide supplemental instruction in alignment with the literacy curriculum using ESL methodologies to help students increase proficiency in English.

• Teachers will be implementing a variety of instructional materials to address the needs of our ELL students enrolled in the program. Existing leveled text , iPads, Smart Boards and other visual aids will be used in order to provide academic vocabulary instruction, decoding and comprehension strategies. Supplemental materials will be purchase through Title III funds. Imagine Learning English will be implemented to provide students with a rich language experience, deeper understanding and to sharpen vocabulary through videos, pictures, and glossaries. Instruction will be scaffolded and differentiated according to the needs of the targeted ELLs.

• Teachers will use themed sets of Photographic Language Cards to introduce parts of speech.

• Our Supervisor Miss Trani will observe and assist our teachers daily. She will lead ELL study groups as well as one-on-one support for teachers who want to enrich their ESL instruction abilities through use of scaffolding techniques and methodologies. She will also work with our after school teachers on ways to enrich the differentiated instruction taking place in our Title III After School program.

• Materials purchased are as follows: Phonemic Awareness and Phonics, Phonemic Awareness and Literacy Center Kits and Learning Puzzles.

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

Part C: Professional Development

- topics to be covered
- name of provider

Begin description here: _____ .Professional development is an ongoing focus at P.S. 225. Our mission is to work collaboratively to consult, coach and communicate practices from lesson studies to mentoring in the development of high quality teaching and to maintain rigor within the classroom.

• Professional development for teachers in the after school program will be provided by Supervisors, Lead Teachers and senior ESL teachers in order to provide content area instruction to ELL teachers as follows: Monthly data meetings provided by Data Specialist, ELL Coordinator and Supervisor to examine NYSESLAT and NYSITELL performance data and determine a course of action to provide targeted, differentiated instruction based on the data.

Professional Development Off-Site

Off-Site Professional Development lead by qualified ELL specialist is as follows:

- Beyond the Language Series at Bank Street College of Education

Event: November 7, 2014 from 4-7:30pm; November 8, 2014 from 8am-4pm

Exploring Academic Language and Literacy Development: Connections to the Common Core. The Language Series is an annual event supporting educators in the development of language from different perspectives linking them to the Common Core State Standards; provider Celia Genishi, PhD.

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- Brain Research: Keeping ELLs in Mind

Neuroscience, like pedagogy, looks at learning, but from a substantially different point of view. This difference can be illuminating and exciting in its implications for classroom practice, especially for teachers of English Language Learners, who are responsible not only for delivering curriculum content but for doing so in such a way that it will be effective for students struggling to learn a new language. Educators are more likely to be successful when they have a deeper understanding of the cognitive, cultural, and emotional aspects of learning. This four-day professional development series will be held at a Manhattan location from 8:30 a.m. – 3:00 p.m.

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- Support Developing Writers: Teachers College Inclusive Classroom Project

This workshop is dedicated to showing participants inclusive writing practices for K-5 students. The day focuses on barriers that keep K-5 students from independently expressing themselves in writing and ways that teachers can address those barriers in their classrooms with specific and targeted practices. Tools and technologies that are easily accessible and support students in getting them around common barriers will be explored. Wednesday, December 17, 2014 from 9:00 AM to 2:30 PM, New York NY

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- Maximizing Learning Opportunities for English Language Learners, Bilingual, and Multilingual Students (Pre-K to 5th): Teachers College

This workshop will introduce teachers to a variety of multicultural texts that can serve as tools for looking closely at cultural and linguistic diversity. It will explore ways to value and welcome English Language Learners, bilingual, and multilingual children to the classroom in integral and authentic ways by connecting to the principles of Universal Design for Learning, thus maximizing their learning opportunities. The presenter will share ways to rethink family involvement and explore various ways of engaging families. Teachers will leave with tools to get started –or to extend what they are already doing and address students' IEP goals. Event: Tuesday, February 3, 2015 from 9-2:30 PM

Ongoing Professional Development

- ESL staff meets with administration at weekly grade/department conferences to articulate program goals and objectives.
- The ESL staff will model activities for mainstream personnel during professional periods and grade

Part C: Professional Development

conferences to ensure that our ELL population is receiving differentiated ESL services throughout the day.

•ESL teachers will continue to attend ESL workshops outside the school as often as possible and turn-key information acquired to all staff members.

Part D: Parental Engagement Activities

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

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

Begin description here: Parental Engagement is an intricate part of our students' success at P.S. 225. Parents of ELLs are encouraged to participate in parent engagement activities to assist in their children's academic and emotional development. Workshops for parental engagement are conducted by administrators, the parent coordinator, and ESL teachers. Workshops will be held at various times in order to accommodate our parents' diverse time schedules. These workshops will be facilitated by ESL teachers, non-ESL teachers and our Parent Coordinator and will cover many different topics. The workshops topics will include:

September 2014 "Family Fun Night" Topic: Back To School/ Title III ESL After school program orientation/Meet the Teachers

October 2014, "Understanding the Common Core Learning Standards"

November 2014, "Getting Ready For the Parent Teacher Conferences"

December 2014, "Winter Concert"

January 2015, "Learning the Benefits of Individual Practice through Technology"

February 2015, "Achieving Success in Math for ESL Students"

March 2015, "Preparing Your Child for Success on the NYSESLAT Exam"

April 2015, "Building Effective Study Habits With Your Child"

May 2015, "Family Fun Night Part II"

We use several different modes of communication to notify parents of upcoming meetings (phone conferences, e-mail, monthly newsletters and calendars). Staff members will serve as translators and we will utilize translated documents posted on the Department of Education Website. We also use the Messenger phone notification system to communicate important messages to parents via telephone.

Parent involvement is a priority at P.S. 225. Parents are encouraged to become actively involved in our school by having the opportunity to join the Parent Teacher Association (PTA). At P.S. 225 we have an open door policy which allows parents to communicate with their child's teacher whenever needed to discuss the needs of the child to help them grow academically and socially. There are set times for parents to utilize our library media center. This parent resource program will meet the needs of the parents by allowing them to have access to literature and computer programs especially designed for ELLs.

Our school continues to nurture student's love of reading. In order to foster this kind of environment, we partner with the Shorefront YM-YWHA Family Literacy of Brighton-Manhattan Beach. The SLMC provides classroom instruction for parents and students to improve literacy skills. Our Parent-Teacher Association sponsors book fairs and parents are always welcome to attend.

Our communication with parents is an ongoing process throughout the year through classroom orientations, Parent Teacher Conferences and personal contact by telephone and translated letters, which affords us information about the families' needs. The results of the school's Learning Environment Survey are also analyzed for parental feedback and information on satisfaction and needs.

Part D: Parental Engagement Activities

Parents are provided all available information about various programs and activities at our school in the language they understand in order to help them make an informed choice. We also help parents register for these programs and guide them through the process. The feedback we receive from an initial parent survey in September is kept in each student’s cumulative file and copies are kept in the main office. These surveys, as well as additional contacts and feedback from the Department of Education Learning Environmental Survey, help us evaluate the needs of the parents. General issues and concerns are discussed at monthly ESL staff meetings.

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 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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 21	Borough Brooklyn	School Number 225
School Name Eileen E. Zaglin		

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 Mr. Michael Cosmai	Assistant Principal Mrs. Trani and Mrs. Canninzaro
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Mrs. Lombardi	School Counselor type here
Teacher/Subject Area Mrs. Nigro	Parent type here
Teacher/Subject Area Mrs. Scala	Parent Coordinator Mrs. Mezhibovsky
Related-Service Provider	Borough Field Support Center Staff Member
Superintendent Mrs. DiMola	Other (Name and Title) type here

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	7	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	10
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	3	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)	1001	Total number of ELLs	380	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	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 checked="" type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

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								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	380	Newcomers (ELLs receiving service 0-3 years)	313	ELL Students with Disabilities	42
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	54	Long-Term (ELLs receiving service 7 or more years)	10

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	313	0	2	54	0	32	10	8	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 11

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	26	17	21	16	11	11	9	10	8					0
Chinese		1						1						0
Russian	20	13	16	10	7	14	9	17	14					0
Bengali						1	1	4						0
Urdu	9	6	9		2	6	5	7	9					0
Arabic	3	3	3	3		2	1	2	1					0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	10	4	6	5	4	3	6	2	7					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	6	2	18	7	7	10	9	15					0
Emerging (Low Intermediate)	1	12	5	3	5	1	3	10	9					0
Transitioning (High Intermediate)	0	12	14	7	6	2	5	1	5					0
Expanding (Advanced)	0	14	15	15	9	10	17	14	9					0
Commanding (Proficient)	0	3	13	13	5	8	5	2	9					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				3	5	6	4	1	7					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		7	17	17	6	12	12	18	18					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	11				0
5	18	5			0
6	14	1			0
7	12	7			0
8	12	3			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		0		0		0		0
4	17		5		0		1		0
5	13		14		2		2		0
6	8		7		3		0		0
7	18		4		7		1		0
8	11		8		1		0		0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	2		6		17		8		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.
 Teachers identify various ways to assess our students' progress using data such as, NYSITELL, NYSESLAT, ELL Periodic Assessments, NYS ELA, NYS Math, Work Sampling System (WSS), Schoolnet Predictive and Informal Assessments to identify students' preferred learning styles, strengths, weaknesses and individual learning needs. ENL teachers also work with classroom teachers to establish students' reading levels using resources like Fountas and Pinnell and Teachers College. With this assessment data, we are able to identify each child's strengths and weaknesses at a more specific level. For instance, using Schoolnet, we can identify the specific skill for which the child requires the most intervention. To assess the early literacy skills of our ELLs, we use WSS, which addresses and evaluates all the various components of literacy such as phonemic awareness, phonics, decoding, using strategies to construct meaning from print, using strategies to create invented and conventional spelling, gaining meaning by listening and using writing strategies to convey ideas. The cumulative data gathered from these aforementioned assessments serve as both the foundation and the drivers of our ELL instructional plans by providing the information we need to differentiate and customize the instruction for and grouping of our students. As a result, we are able to accurately evaluate, provide targeted assistance and achieve measurable progress.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 After analyzing the data patterns on the NYSITELL and NYSESLAT exam, we learned that 38% of our ELLs are at the beginner level; 25% percent are at the intermediate level; and 37% are at the advanced level.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 P.S. 225 uses AMAO to measure annual progress of our ELL population to receive adequate Title III funding. The funds received will in turn help ELL students and newly arrived immigrants to further develop English proficiency and meet grade-level academic content and student achievement standards. AMAO 1 & 2 help our school to measure ELL progress annually and mesures their academic growth. The data reveals students who have made academic progress, as well as identifies students who fall below those standards and are now at risk. The data collected from the AMAO tool will assist our program by helping to implement targeted interventions and costumize individual acadaemic needs.

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?
- 4a. ELA – Examining the data in ELA, we see that a majority of our ENL students scored a level 1 or 2 on the ELA. Math – The analysis of the mathematics data reveals our students place in levels 1, 2, and 3. The results are more diverse among the proficiency levels than in ELA. Although the numbers are not as high as the other levels, we do have some students scoring in level 4. Science – The analysis of the science data reveals that the majority of our students are placing in level 2 and level 3.
- In order to improve standardized test scores, our ENL teachers focus on collaborative planning with classroom teachers to ensure that ELL students are afforded the same content through differentiated instruction. ENL teachers and the classroom teachers meet during the curriculum mapping process, the lesson writing process and during the review of student work so that instruction can be effective for our students. Based on the assessment results, scores are slightly higher on standardized exams when the students are provided with translated versions of the test, glossary or a translator. There are also more students proficient in math than in ELA, which may be due in part to the availability of translated exams.
- 4b. The results of the ELL periodic Assessment provide a set of resources designed to give regular timely feedback on students' strengths and weaknesses to help guide decisions around curriculum and instruction in order to increase student achievement. The results are used by teachers to learn where students need more help and plan targeted instruction. The results also aid in predicting students' performance on the New York State Tests so that teachers can help every student meet or exceed State Learning Standards. The data provides information for individual and group instruction that will help ELLs make gains in language acquisition. The ENL teachers use this information to help them in planning and differentiating their lessons based on deficiencies and to prepare the ELL students for the NYSESLAT.
- 4c. We understand that the Periodic Assessments are good indicators of how well ELLs are progressing in English and how well they will perform on the NYSESLAT. Our ELLs continue to need many more experiences in the following genres: informational, literary as well as functional passages. They also need more familiarity with test formats: multiple-choice questions, short written responses, extended written responses, oral responses and a working knowledge on the use of rubrics in the development of their written responses.
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*.]
- Teachers of ELLs request a "Response to Intervention" packet after having a conversation with the School Assessment Team (SAT). Once this packet is completed, it is submitted to our school psychologist. Along with this packet, copies of the most recent report card, class, tests, copies of the written assignments, ARIS reports, and anecdotes are all attached. At this level, students are in Tier II intervention in which weekly teacher and AIS reports are documented with students strengths and weaknesses. This is ongoing for 4-6 weeks. The AIS provider then sends home a parent letter which requires a signature. The SAT meets weekly to analyze, interpret, and use the data to adjust instruction and plan lessons.
- For the 2014–2015 school year, our leadership team chose Response to Intervention (RTI) to address students' diverse needs and foster school improvement. Designed for use in the general classroom, RTI uses graduated levels, or tiers, of support, individualized goals, and frequent monitoring to tackle students' specific academic and behavioral problems. RTI uses 3 tiers of intervention. Student data guides instructional specialists to determine what tier is necessary for modification. Students with Tier 1 intervention receive high quality core instruction. Based on the data collected on students on the Tier 2 and Tier 3 levels are provided with increasingly intensive intervention to proactively address their difficulties.
6. How do you make sure that a student's new language development is considered in instructional decisions?
- Common Core Learning Standards-aligned with curricula to ensure that a child's second language development is considered in instructional decisions. Teachers and support staff are provided a list of current and former ELLs so that teachers of these students can meet on a weekly basis to plan and discuss pedagogical strategies to ensure student success. The ENL teacher and content teacher collaborate in teams weekly by content area in order to address ELL student language acquisition needs in addition to content. One or more strategies will be employed by the ENL teachers:
- visual clues to reinforce spoken word
 - physical gestures for emphasis
 - enunciation and pace of speech, longer natural pauses, shorter sentences, simpler syntax
 - repetition of speech
 - stress of high frequency words
 - limiting use of idioms and clarification of words or phrases in context
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?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs). P.S./I.S. 225 focus for the 2015-2016 school year is to build upon the foundations we have developed in implementing the Common Core Learning Standards. We will effectively individualize and differentiate instruction within the context and framework of a rigorous, standard based curriculum. Through the effective planning and usage of technology the achievements of all students will be continually monitored. Detailed information on each student about specific learning needs and daily direct intervention monitored through the various technology programs at platforms at the school (Stars and Engrade) will help students attain mastery. Extensive differentiated strategies, techniques and learning modalities need to be developed, incorporated and utilized so that learning is not repetitive but will have a fresh presentation and rigorous content. Technology usage will facilitate immediate feedback and data for students and teachers. An additional assessment of teacher and student progress involves looking at student work at regularly scheduled intervals in Teacher Team Meetings. Establishing a cohesive and comprehensive research based plan for professional development, collaborative planning and informed decision making utilizing data, and regular assessment with meaningful feedback is key for the successful implementation of our focus.

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.
 Parents/guardians of all new entrants receive a Home Language Identification Survey (HLIS) to complete as part of the registration process. This survey determines NYSITELL (New York State Identification Test For English language Learners) eligibility. If the HLIS indicates the home language is other than English, one of the fully certified ENL teachers or a bilingual pedagogue who are part of the intake team, will conduct an informal interview in their native language, where applicable and in English. The members of the intake team are Mrs. Lombardi (ENL teacher) , Mrs. Nigro (ENL Teacher), Mrs. Scala (ENL Teacher), Mr. Farooqi (ENL Teacher), Mr. Erickson (ENL Teacher), Miss Finegold (ENL Teacher) and Miss Wren (ENL Teacher). Initial screening and the informal oral interview in English and in the Native Language are conducted by certified ESL teachers with the help of qualified interpreters which may include bilingual staff or an interpreter from the Translation Unit, via phone as needed. If the Home Language Survey and interview process show that the child may be eligible for ENL services, then we proceed to step two. In step two, within ten days of enrollment, an initial assessment (NYSITELL) is administered by one of our eight licensed ENL teachers listed above. Students that score at the beginner, intermediate or advanced level are then identified as Limited English Proficiency (LEP). Spanish- speaking students who do not receive a level of proficiency on the NYSITELL are also given the Spanish LAB. At this stage of the LEP Identification Process, students are placed in the appropriate program. When a student is determined to be entitled to receive ENL services, entitlement letters are sent home in the home language indicated on the HLIS. The letter explains the three available program choices (Transitional Bilingual, Dual Language and Freestanding ENL) that are available to them. The letter also invites parents/guardians to an orientation where further information in their Home Language is provided on all three program choices.
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).
 Within the first 30 days of enrollment, ENL teachers use The Academic Language and Literacy Diagnostic (ALLD) which is an assessment to identify Students with Interrupted Formal Education (SIFE). The ALLD is administered to students in grades 3-8 after the Home Language Identification Survey (HLIS) and the NYSITELL have been administered and an interview with the Oral Interview Questionnaire has identified an interruption of more than two years. ALLD is only administered to students whose home language is English or Spanish. Students whose home language is other than Spanish or English and have more than a two year interruption in their formal education, native language literacy skills are evaluate with a brief writing sample and reading comprehension passages in the student’s native language.
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).
 P.S. 225 has a Language Proficiency Team which aids in the identification of a newly enrolled student with an IEP. Our team consists of ENL teachers and School Based Support Team (SBST) analysts.
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.
 Within the first 5 days that a NYSITELL is scanned, an RLAT report is generated on ATS to identify new and continuing ELLs based on NYSESLAT scores and HLS. NYSITELL scores determine new admit ELLs. All entitlement letters of continued ELLs, new admit ELLs, and non-entitled ELLs are distributed at the beginning of the school year when they are identified. Copies of continued entitlement

and non-entitlement letters are kept on file in the students cumulative file and in the main office. All names of ELLs that have received entitlement letters or non-entitlement letters are kept in a parent contact binder and are identified, highlighted and coded as the following: A continuing ELL/continued entitlement letter, New admit ELL/ new admit entitlement letter returned, proficient ELL/ non-entitlement letter (NYSESLAT), proficient -ELL (passed NYSITELL). New admit ELLs that come during different times within the school year are given entitlement letters after they have been identified. For transfer students, individual test histories are used to determine ELL status.

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).

Parents will be informed during the initial identification process that they have the right to appeal ELL status. Those parents and students (over the age of 18) may request a re-identification process/review with in the 45 days of enrollment. The review process time line takes approximately six to twelve months.

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 Department of Education offers three educational programs for ELLs. In order for parents to understand the three educational programs, and to make the appropriate choice, the parent coordinator and the ENL teacher invite parents to watch the Orientation Video for Parents of English Language Learners. Parents are invited to view a video at registration. Letters are also sent home advising parents of orientation and additional date, time, and location of meetings. If it is not possible for parents to view the video at registration, additional letters of invitation in the parents' home language is sent home within the first ten of the child's enrollment. The parent coordinator invites parents to watch the Orientation Video for Parents of English Language Learners. The Parent Brochure is also provided to inform parents on ELL identification and eligibility, the three options and types of ENL programs and ways parents can participate in their child's education. The narration, of the video, is played in the parents' native language. After the viewing, parents make an informed program choice and select the Transitional Bilingual, Dual Language, or Freestanding ENL program a trained pedagogue is present at all times. After watching the video, parents are invited to complete the Parent Survey and Program Selection form and choose from one of the three program choices.

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.

To ensure that Parent Survey and Program Selection forms are returned for the newly-admitted ELLs, an ESL teacher is present during the registration process. During this time, the ESL teacher and the parent have a one-on-one interivew and the Parent Orientation Video is viewed and discussed. After which, the parents are encourage to ask questions so that they can make an informed placement and program choice. To further ensure that the Parent Survey and Program Selection forms are returned we provide Parent Orientation meetings throughout the entire school year. Parents who are still unable to attend the meetings or new parents who enroll their child throughout the school year, are contacted by telephone to schedule individual sessions. Sessions are offered before, during and after-school on a one to one basis. In addition, The ELPC and the BNDC, which are ATS reports, help the ESL teachers keep track of all parent program selections and all records are kept of such forms. The ESL coordinator reviews program choice forms and creates a tally of the names of students whose parents have selected Dual Language or Transitional Bilingual as their first choice. This process is updated regularly to monitor whether or not there is a need to create a Transitional Bilingual or Dual Language class in our school. To this date, our school has not reached a tally of 15 parents choices selection for a TBA or DL program within two consecutive grades of students who speak the same language.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. If parents are still unavailable to attend a parent meeting but are able to be contacted by telephone, we explain the purpose of the parent selection form, send home the parent brochure in the native language along with the survey, and encourage the parents to watch the video online at the following url:

schools.nyc.gov/Academics/ELL/FamilyResources/ellorientationvideo2010.htm. All telephone calls are documented on a call log and translators are provided as needed. Our ESL teachers monitor the Parent Selection and Parent Survey through teacher created rosters. Parent Survey forms are photocopied and stored in the main office, original forms are placed in the students' cummilative folder.

9. Describe how your school ensures that placement parent notification letters are distributed.

Based on the student's entitlement as an ENL and parents response on the Parent Survey and Program Selection Form, the students will receive placement letters to inform the parents of the program that their child will be in for the year. Notices are copied, filed in student's cumulative folder, filed in the main office and sent home to the parents.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

All ESL teachers ensure that all required forms and letters are sent home to parents in their Native Language and returned when required. Once a child becomes proficient on the NYSESLAT, Non-Entitlement letters are sent home in their native language to notify the parents that their child has become proficient and is no longer entitled to receive ESL services. Entitlement and continuous entitlement letters are sent home in their native language to all ELL students to inform their parents that they will be receiving ENL

services. Program selection forms are distributed and collected at the parent orientation. The forms are copied and placed in the child's cumulative folder as well as on file in the main office.

After the Parent Survey and Program Selection forms are returned and completed, a copy is made and stored in two separate locations for access. The originals will be in the Cumulative Record attached to the HLIS, and the second copy in the Main Office attached to the copy of the HLIS.

- 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.

To ensure that all eligible students receive the NYSESLAT, we cross reference an updated ATS RLER report with our ENL rosters. The ENL teachers generate a schedule that indicates the date, time, student names, accommodations, room and the component of NYSESLAT that will be administered. (Listening, Speaking, Reading & Writing) The ENL coordinator assures that the following is done.

-Test Sign sheet for distribution prior to test and collection after the test administration includes the date, # of test booklets/answer documents and proctor receiving and responsible for administering the particular NYSESLAT component. Principal Sign Sheet confirming that all procedures were followed for administration and collection of all components of NYSESLAT test. The testing coordinator also works with the SBST in order to identify any mandated testing modifications. Student absentee lists are maintained to ensure that missing modalities are made up. NYSESLAT Results are reviewed, discussed and presented at a faculty conference by the ESL teachers. Needs are identified and utilized in the instructional plan.

- Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. All parent notifications are distributed within the allotted time period in the parents preferred language. They are sent home with the child or mailed if necessary. Copies are filed in the student's cumulative folder and in the main office.
- 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).

According to the Parent surveys over the past few years, most of our parents opted for the English as a Second Language (ESL) program. The specific numbers throughout grades K-8: Approximately 356 parents opted for ESL services; 13 parents opted for Transitional Bilingual Education (TBE) and 2 opted Dual Language (DL). Parents who opted for TBE or DL, were informed that it is not available at this time, but we can put their names on a waiting list, or we can recommend a school where such a program exists in their native language. Most parents chose ESL, therefore, this program is offered at our school and is aligned with their requests.

Grade	No Survey Returned or TBE	Dual Language	ESL
K	1	0	67
1	0	0	44
2	1	0	54
3	1	0	33
4	2	0	22
5	1	0	35
6	3	2	27
7	6	0	37
8	2	0	37

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.

Instruction in our ENL program is provided through both pull out/push-in services. The ENL instructional program is aligned with mandated ENL/ELA Common Core Standards. Students at the Beginning and Intermediate levels in the freestanding ENL program receive 360 minutes of ENL per week. Students at the Advanced level receive 180 minutes of instruction per week in ESL and ELA. This explicit ENL instruction is delivered according to CR part 154. The groups are mixed up heterogeneously for targeted area instruction as informed by the NYSITELL and or NYSESLAT. The schedule of our ENL service providers are adjusted to meet the needs of the students so that all ENLs receive their mandated time needed to meet the state requirements.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
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)?

At the beginning of the school year, the ENL Coordinator and the administration meet to ensure that all ELLs are receiving their mandated number of instructional minutes in all our program models. All of our English Language Learners receive the New York State mandated ENL/ELA instruction time based on students' proficiency levels. Beginner and Intermediate ELLs receive 360 minutes of ENL instruction a week. Advanced ELL's receive 180 minutes of ENL instruction a week. Our ENL teacher is NYS highly qualified and certified. Students are placed according to their proficiency levels, beginners and intermediates are grouped together. Advanced ELLs are placed in another group. ENL teacher is then assigned to groups according to the number of mandated minutes needed to service students.
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.

In ENL program model content area is incorporated into ENL instruction. Every reading and writing unit on every grade is content area based. Thus, content area instruction and language learning will be combined. Our ENL model supports content area instruction. Our school uses the GoMath! Math program. In this program students receive mathematic instruction that incorporates hands-on activities, use of manipulatives, and technology. This type of program helps support ENLs. Teachers use strategies that scaffold instruction for English Language Learners. Some of the strategies we implement in our lessons are activating student's prior knowledge, making connections, using visual aids, organizers, and realia. Bringing realia or manipulatives to the classroom helps teachers in providing comprehensible input. Prior to the lessons ENL teacher will front load information for optimal comprehension. Explicitly teaching key vocabulary from the text and focusing on concepts and connections is also a main component of ESL instruction. ENL teachers model correct thinking processes in all subject areas, so that learners become capable to work independently. Our program model implements differentiated and direct instruction providing research based, standard aligned and data driven ENL lessons that focus on content area vocabulary development, phonemic awareness, grammar and writing across the curriculum.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Our ELL newcomers are assessed with the NYSITELL. Spanish speaking students who are administered and do not pass the NYSITELL are administered the Spanish LAB-R to assess their skills in their native language. We provide translated New York State exams and glossaries to those students who request them. We utilize many computer simulation programs as well as translated assessments and/or translators to ensure our ELL students are evaluated appropriately.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

All four modalities of language — listening/speaking/reading/writing are included in all ENL lessons. The teachers in the ENL programs implement scaffolding strategies in each lesson: Modeling/Bridging/Contextualization/Schema Building/Text Representation and Metacognition. The ENL program at P.S./I.S. 225 embodies the conceptual understanding of challenging content and well developed learning strategies that will prepare ELLs to think critically, solve problems and communicate in everyday life situations. They will and can demonstrate their academic rigor in some of the following ways: making connections to texts, learning experiences, prior knowledge, use of language in discussions, group work, and in presentations, understand the multiple meanings of words; collect, analyze and organize information, perform multi-step tasks. ENL teachers create ELA and Math performance tasks aligned with Bloom's Taxonomy. Our new ELA program ReadyGen! incorporates spelling, vocabulary, grammar, phonics, and both fiction and non fiction reading and writing material in one comprehensive program.
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

At P.S./I.S. 225, we differentiate instruction according to the needs of students.

(a) Students who have been identified as having an interrupted formal education (SIFE) receive their mandated 360 minutes of ENL services weekly. In addition, they also receive academic support services in both reading and math. They are encouraged to participate in ENL after school programs as well as all extra curricular activities offered throughout the year.

(b) Newcomers will continue to receive both push-in and pull-out ENL services, with the number of mandated instructional minutes

according to their levels of English proficiency. All ENLs will continue to receive ENL after school program. The ENL provider collaborates with the general Ed/Special Ed teachers to modify their assignments and provide productive work that engages newcomers in language learning. We are aware of our newcomers emotional needs in adapting to a new culture. Therefore, we pair beginners with students who are more advanced and share a common native language. In addition, we use translators as needed and in testing situations.

(c,d) ELLs who have been receiving services from 4 to 6 years, as well as Long Term ELLs (those completing 6 years), will continue to

be eligible to participate in our Title III ENL After School program where our highly qualified ENL providers can service struggling

students in a small-group setting.

(e) Former ENLs receive 90 minutes a week of integrated ENL and testing accommodations of time and half for 2 years after testing out.

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 at P.S. 225 reviews any re-identification of ELL status upon a written request from a student's parent/guardian or teacher. During this process, the principal will review the re-identification decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with qualified staff members, such as but not limited to; ENL teachers, General Education teachers, School Base Support Team and the Parent Coordinator. If there is reason to believe, based on the recommendation of qualified personnel and consultation with parent/guardian, that the student may have been adversely affected by the determination, the principal will then provide additional support services to the students which is stated in the CR Part 154-2.3 and has the authority to reverse the decision within the allotted six to twelve month period.

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?

Strategies that assist in making instruction more understandable include simplifying but not artificially restricting language structures (shorter sentences, use of unambiguous terminology); contextualizing both oral and written texts with pictures, charts, diagrams, and realia; providing for repeated access to ideas and vocabulary; and creating interaction structures that allow for both comprehension and the need to act on and talk about content. The use of poetry/ryhmes and chants help provide simple and repetitive formats to increase language development. Interactive Smartboard activities, Leapfrog and Versa Tiles have also been implemented to meet the needs of ELL/SWDs

9. How 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?

P.S. 225 uses a content and general ed curriculum that is Common Core Learning Standards based and adapted to meet the wide range of needs of our diverse student population. Our ELLs with special needs (depending on their IEPs) are assigned paraprofessionals or placed in appropriate settings such as self-contained (12:1:1) or CTT settings, which allow these students to

learn at an appropriate level and pace. These paraprofessionals assist teachers in providing individualized instruction and helping

students to learn successfully at their own pace. Those with IEPs receive all the necessary services and accommodations dictated by

the IEP and the ELL and classroom teachers work collaboratively to provide the least restrictive environment. Team teaching as well

as the pull-out model, is carefully integrated in order to provide accurate services.

Chart

In addition, the use of smaller classes with adapted content materials in a blended model has also been successfully implemented.

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 <i>per week</i> (360 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/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 <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 <i>or</i> Content Area, <i>or</i> 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.

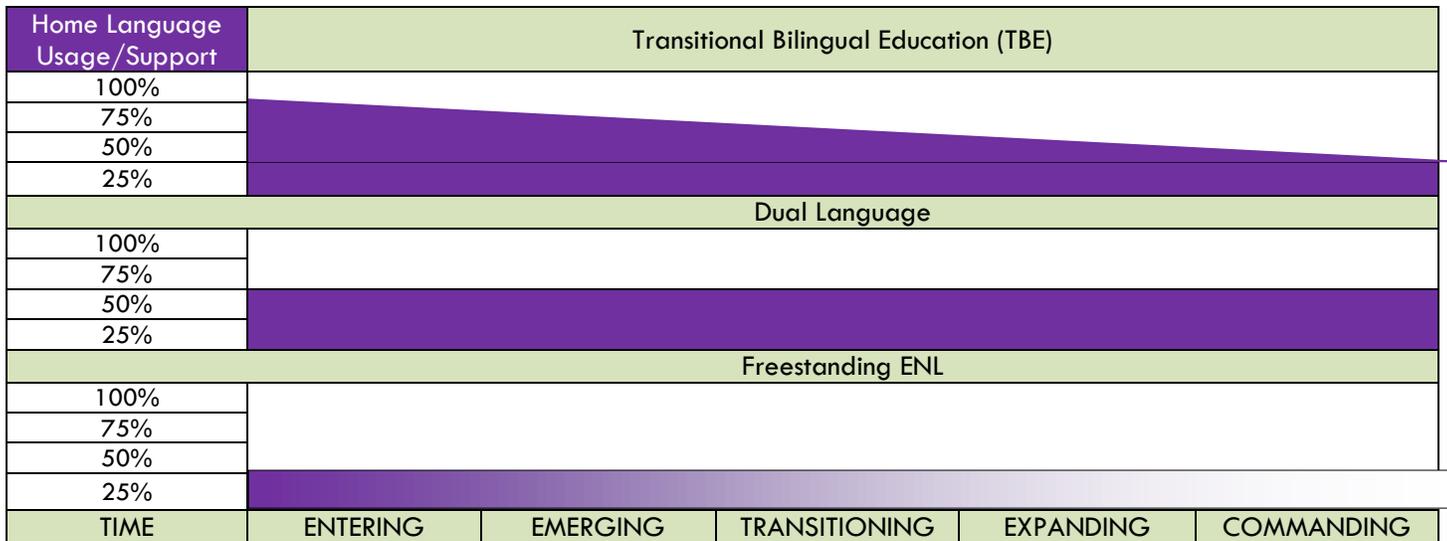


*Note: “other approved services” does not apply to New York City at this time.

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. ELLs benefit from many intervention programs, including the Academic Intervention Services (AIS), targeted-instruction during Title III ENL after school programs that targets all ELLs. We offer 1.5 hours of additional targeted instruction after school on Wednesdays and Thursdays. At P.S. 225, selected students receive Academic Intervention Services (AIS) in addition to the mandated ENL services. Additional support may include explicit vocabulary instruction (i.e., pre-teaching and contextualizing vocabulary), alternate reading text, and scaffolded writing activities. AIS also provides remedial math and ELA intervention by certified teachers. In the Pre-K, Kindergarten and 1st grade, Wilson Foundations program is being implemented. The Early Grade Intervention program is designed for at-risk 1st grade students, which is taught by a certified Reading Teacher. In grade 2 and 3, Foundation Intervention is utilized for those in need of targeted interventions. The Just Words intervention program is utilized in the 4th through 8th grade. Resource Room is provided 5 periods per week for IEP students in need of academic support by the Special Education Teacher Support Services (SETSS). All classes are taught in English, however, Native Language materials are provided to all classroom teachers and are available in the ENL office.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development. The pull-out method allows students to receive more individualized attention in small group setting. Groups are arranged according to language level so that the appropriate amount of rigor is provided in each lesson. ENL teachers are able to focus on basic language skills in the pull-out setting, which is not an option during in-class instruction. Intermediate and advanced students can benefit greatly from both push-in and pull-out models as the ENL teachers can provide differentiated instruction during class time. The newcomer students may work on everyday vocabulary and phonics, while the more advanced students work on grade-level appropriate strategies and skills. The ENL teacher is able to provide more intense, individualized attention with a focus on language development.
12. What new programs or improvements will be considered for the upcoming school year? One of the new programs we wish to implement this upcoming school year is a Title III ENL After-School program, This will provide a place and time for homework, extra academic support, and enrichment activities. These programs are particularly helpful for students who may not have access to academic resources or help at home. We are opening this after school program to children from kindergarten through grade eight. Our fully licensed and highly qualified ENL teachers, Mr. Farooqi, Mr. Erickson, Mrs. Wren and Ms. Rogers will be working this program and Mrs. Trani will be our administrator in charge. This program will allow the students to stay after school twice a week on Wednesdays and Thursdays from 2:25 -3:40. Each session will focus on academic activities including (but not limited to):
- homework
 - class projects
 - extra help with class work
 - Teachers, staff, and peer tutors available for one-on-one help
 - Small group guidance when students are working on related topic
 - A focused setting for academic work
13. What programs/services for ELLs will be discontinued and why? None
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building. P.S. 225 works diligently to ensure that all ENLs are afforded equal access to all school programs. All ELLs are urged to attend after-school programs where they are encouraged to buddy up and socialize with peers in their native language, thereby promoting social academic growth and self-esteem. The Shore Front Y after-school program provides homework assistance in math, reading, and school enrichment model programs such as theater, dance, art, scrapbooking, sewing, etc.
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. At P.S. 225, technology aids are deployed in every classroom and both visual and hands-on materials are used to support all students and differentiate instruction. Each classroom is equipped with a SMART Board that teachers use to present mini-lessons and to research interesting topics related to particular lessons. Laptop carts are stationed in each classroom and a NYS certified Computer Specialist as well as trained classroom teachers assist students with media skills. An extensive collection of computer resource programs is available and we continue to utilize the Imagine Learning English licenses that have been purchased for our students. Imagine Learning is a program designed specifically to sharpen vocabulary. ELLs are taught vocabulary through videos, pictures, glossaries, and direct translations. Words and concepts are repeated in multiple contexts in various books and activities, which provide students with a rich language experience and deeper understanding. The program highlights both general academic words and content-specific vocabulary words, so ELLs can use their new vocabulary across the curriculum throughout the day. Before students read informational leveled texts, key words are clarified and defined in the student's first language. Our ENL Resource Center is equipped with a LeapPad Library, a Leapster Portable Technology Center, and a LeapTrack

Assessment and Instruction System, which is accessible to teachers and students as needed. Our state-of-the-art school science lab is furnished with the latest technology equipment. In addition, ELLs enjoy full access to the school library, which offers an extensive collection of English and Native Language literature as well as graphic novels for a wide range of reading levels. Teacher generated materials allow for further individualized instruction.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Home language support is delivered to our Freestanding ESL program via materials such as bilingual and native language novels, picture books, bilingual dictionaries and glossaries, Versa Tiles and a variety of visual aids. ENLs are encouraged to buddy up and interact with others who speak the same home language and can assist and translate for them when needed. Bilingual teachers, school aide, and other staff members also interact with students in their Native Language. As mandated by New York State testing guidelines, ELLs are given the opportunity to use a translated version of the NYS Math, Science, and Social Studies exams and glossaries. Students who speak and read in a language that is not one of the translated languages provided by the state are given the opportunity to use a bilingual glossary published by the Department of Education.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

P.S. 225 ensures that school resources such as classroom libraries and computer software are available for the appropriate age and grade level of our ELLs. All ENL teachers deliver instruction to ELLs in English. Content and language objectives are clearly written for the students and the students are aware of their individual benchmark goals. Teachers choose content concepts that are age appropriate and matched to the educational background level of the students. Teachers use supplementary materials such as graphs, models/manipulatives and visual aids, to ensure that content areas are taught at the levels of student proficiency. Teachers also plan meaningful activities that incorporate lesson concepts providing opportunities for listening, speaking, reading and writing. Teachers identify various ways to assess our students' progress using data such as, NYSITELL, NYSESLAT, ELL Periodic Assessments, NYS ELA, NYS Math, Interim, and Predictive and Informal Assessments to identify students' preferred learning styles, strengths and weaknesses and individual learning needs.

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).

To assist newly enrolled ELLs, we encourage them to attend our non-mandated Title III Summer Enrichment Program. This program is taught by fully licensed ENL teachers. The goal of this program is to improve English language proficiency and advance content area learning as well as contextualized vocabulary, language development and academic achievement. This program also offers parental involvement activities.

19. What language electives are offered to ELLs?

N/A

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)?

N/A

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.)

Professional development for the staff of P.S. 225 is differentiated and ongoing throughout the school year. Due to the large percentage of ELLs, all P.S. 225 teachers are either teachers of ELLs and/or former ELLs. All staff have received QTEL training. Training on scaffolding instruction for ELLs is provided throughout the year to incorporate ENL strategies in all subject areas. Additional support is given to enhance differentiated instruction, teaching reading and writing skills, transitioning students to English proficiency, aligning classroom rubrics and ENL rubrics together, and working with newcomers. Constant collaboration is a standard practice between the ENL and classroom teachers. Teachers participate in routine professional development: all teachers, including ENL members, attend weekly grade conferences conducted by their assistant principal for the grades with which they work. Teachers also attend monthly professional meetings with their Principal to discuss curriculum, instruction, assessment and student work. ENL teachers collaborate regularly with the teachers whose classes they service to plan for ENL methodologies to deploy in their lessons that create an environment for language acquisition in their classroom. ENL teachers also help teachers in identifying the stages of language acquisition, encouraging ELL classroom participation, program placement, testing, mandates, grading ELLs and various ways to assist newcomers/beginners. ENL teachers meet on a regular basis to discuss the progress of their students and to share instructional strategies and resources. In addition, P.S. 225 Professional Development plan will ensure that a designated percentage of PD hours (15% total hours for classroom teachers and 50% total hours for ENL teachers) be specific to the needs of our ELLs, co-teaching strategies, and integrated language and content structure. Here is a schedule of ENL training for all staff as per Jose P. with a total of 10 one-hour sessions:

November 2015 - Kindergarten (How to Scaffold Content Area Vocabulary and Activities for ENLS)
November 2015 - First Grade (How to Scaffold Content Area Vocabulary and Activities for ENLS)
December 2015 - Social Studies K-5 (How to Present Content Area Vocabulary and Activities for ENLS)
December 2015 - Social Studies 6-8 (How to Present Content Area Vocabulary and Activities for ENLS)
January 2016 - Science K-2 (How to Present Content Area Vocabulary and Activities for ENLS)
January 2016 - Science 3-5 (How to Present Content Area Vocabulary and Activities for ENLS)
February 2016 - Science 6-8 (How to Present Content Area Vocabulary and Activities for ENLS)
February 2016 - Grades K-2 (How to Present Content Area Vocabulary for ENLS)
March 2016 - Grades 3-5 (How to Present Content Area Vocabulary for ENLS)
May 2016 - Grades K-8 new teachers & ENL teachers (Comprehension at the Core: Scaffolding Literacy Instruction for English as a New Language students)

In addition, ESL teachers will attend staff development given by the Office of English Language Learners (OELL).
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?

Our ENL teachers often attend workshops throughout the year. These workshops are provided outside of the school. Many of these workshops focus on developing students' abilities to read, discuss, and write academic text in English as part of their rigorous academic instruction. The staff of P.S. 225 receives on-going staff development from our ENL teachers.

 - ENL staff meets with administration at weekly grade/department conferences to articulate program goals and objectives.
 - The ENL staff will model activities for mainstream personnel during professional periods and grade conferences to ensure that our ELL population is receiving differentiated ENL services throughout the day.
 - Teachers also receive professional development delivered by administration and coaches.
 - Our ENL teachers have also taken part in additional QTEL/ELL workshops which have provided us with new and different ideas for our ELL students.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

The ENL staff and the counseling office of P.S. 225 collaborate closely to ensure a smooth, sound transition for our middle school ELL population. Because we are a K-8 school, the majority of our ELL's continue onto 6th, 7th and 8th grades. Families with questions regarding high school admissions are always answered. To alleviate any anxieties or respond to any inquiries the families or students might have, we provide information and counseling in their native language whenever needed. When requested or necessary, we suggest outside services available in their native language that can assist with students' educational or emotional needs. In addition, P.S. 225 has found that peer-tutoring, after-school programs and academic support make a smooth transition possible for all students. ENL teachers work to ensure that all school staff is aware of the supports and resources available within the school and in the community to help students and families to succeed.
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.

P.S. 225 Professional Development plan will ensure that a designated percentage of PD hours (15% total hours for classroom teachers and 50% total hours for ENL teachers) be specific to the needs of our ELLs, co-teaching strategies, and integrated language and content structure. Each in-house Professional Development is recorded with an attendance sheet which is filed and kept in the main office. Along with attendance, there are specific agendas that specifically state the Professional Development schedule and targeted topics.

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?

P.S. 225 thrives on keeping the lines of communication open with the parents of our students. One day a week during after school hours, teachers meet individually with parents to discuss progress with the students' English language skills and language development needs in all content areas. Teachers update parents on the four ENL acquisition stages and how their child is being assessed throughout the year. Teachers keep conference notes and logs so that they can reflect upon and individualize instruction as needed. ENL staff translators and interpreters are provided to assist in the communication process with parents.

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.

Answer to question #2-(computer will not allow us to input our answer into question #2.

The ESL teachers meet with the parents or guardians of English Language Learners at least once a year to ensure that parents complete the Parent Survey and Program Selection Form. Along with meeting the parents of ELLs, ESL teachers are responsible for keeping copies and documentation for parent-teacher conferences, initial parent orientations and quarterly progress meetings, to discuss the goals of the program, their child's language development progress, English language proficiency assessment results, and language development needs in all content areas. Our school utilizes the Translation and Interpretation Unit to effectively communicate with parents as well as qualified interpreter/translator.

#3 Parent involvement is a high priority at P.S. 225. Parents are continuously encouraged to become actively involved in our school by joining the Parent Teacher Association (PTA). We have an open door policy which allows parents to communicate with their child's teacher whenever needed to discuss their child's needs and to help them grow academically and socially. There are set times for parents to utilize our library media center. This parent resource program continues to meet the needs of the parents by allowing them to have access to literature and computer programs especially designed for ELLs.

On Friday, November 13, 2015 the Shorefront YM-YWHA of Brighton Beach will offer a parent workshop "Tips for Collaborating with Your Child's Teacher" for learning techniques and ways to best communicate during Parent Teacher Conferences. Three additional workshops are scheduled for 2015-2016.

Our parent coordinator, Principal, Assistant Principals, and ENL Staff work collaboratively to bring high-quality workshops that appeal to all parents including ELLs. Wherever possible translators are made available during workshops. Parents of newly arrived ELLs are invited to a parent orientation meeting to inform them of their program selection options. We have an annual Title I parent meeting with translators to inform parents about our Parent Leadership positions on our School Leadership Team (SLT), Parent Teacher Association (PTA) and Parent Advisory Committee (PAC). The PTA conducts monthly meetings and translators are always available. Parents are also invited to curriculum meetings to inform about grade level standards and expectations. Parents and students participate in biannual school "Family Fun Carnivals", "Multicultural Food Festival" and attend evening drama club performances to promote a positive school culture and community spirit.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

Our school is committed to nurturing a student's love of reading. To foster this kind of environment, we partner with the Shorefront YM-YWHA Family Literacy of Brighton-Manhattan Beach. The SLMC provides classroom instruction for parents and students to improve literacy skills. Our Parent Teacher Association sponsors book fairs and parents are always welcome and encouraged to attend. In addition, classroom teachers sponsor Scholastic Weekly Reader as well as Scholastic Book Clubs.

5. How do you evaluate the needs of the parents?

Our communication with parents is an ongoing process throughout the year through classroom orientations, Parent Teacher Conferences and personal contact by telephone and translated letters, which affords us information about the families' needs. The results of the school's Learning Environment Survey are also analyzed for parental feedback and information on satisfaction and needs. A parent orientation meeting is conducted for parents of kindergarten students during the first week of school. They are given an overview of the school and general information such as busing, lunch menus, and arrival and dismissal procedures. The ENL department conducts the Parent Orientation Meeting for parents of newly admitted ELLs. The PTA works in collaboration with the parent coordinator to address any questions or concerns. Our parent coordinator, Mrs. Mezhibovski, is always available to assist with parent's needs. She greets families in front of the school before and after each school each day. She also communicates with parents through email, texting, and phone calls as needed. Most of our ELL population is Russian speaking, as is Mrs. Mezhibovski, which is a huge benefit to helping us communicate with our parents. For those who need translations in other languages, we have several licensed pedagogues who speak many different languages who are called upon when needed. Mrs. Mezhibovski has a good relationship with all school staff and attends regularly scheduled meetings with the Principal to review activities, projects and learning goals.

6. How do your parental involvement activities address the needs of the parents?

Parents are provided all available information about various programs and activities at our school in the language they understand, so that their choices are informed. We also help parents register for these programs and guide them through the process. The feedback we receive from an initial parent survey in September is kept in each student's cumulative file and copies are kept in the school's main office. These surveys, as well as additional contacts and feedback from the Department of Education Learning Environmental Survey, allow us to understand and evaluate parental needs and concerns, which are then reviewed and discussed at our monthly ENL staff meetings.

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:

Part VI: LAP Assurances

School Name: _		School DBN: _	
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)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **21K225** School Name: **Eileen E. Zaglin**
Superintendent: **Isabel DiMola**

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.

P.S. 225 uses the School Data Summary Report from ATS to help us identify our translation needs. We have identified 16 home languages in our student population. Approximately 220 students speak Spanish, 220 speak Russian, 88 speak Urdu with Arabic, Albanian and Turkish as a growing representation. When parents register children, we ascertain the preferred language of communication, as identified on student Home Language Identification Survey. We survey parent translation needs when distributing conference information.

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.

In order to accurately assess the written translation needs for P.S. 225, the ESL staff first reviews the Home Language Survey to identify the languages currently spoken by parents of the ESL population. The required documentation for communicating with the parents for its availability both in-house and online is then reviewed by the ESL Staff.

A careful analysis of family language data indicates the following:

- There are 219 Russian speaking families. Out of the 219 families, 208 of them prefer to receive information both verbally and written in Russian. 2 prefer to receive written information in Georgian and 9 prefer in English as their way to communicate .

There are 3 Armenian speaking families. All 3 families would like to receive both written and

verbal information in Armenian.

- There are 219 Spanish speaking families. Out of the 219 families, 217 families prefer to receive verbal and written communications in Spanish. The other 2 prefer English.
 - There are 7 Chinese speaking families. All 7 families prefer to receive information both verbally and written in Chinese.
 - There are 88 Urdu speaking families. Out of the 88 families, 86 prefer to be spoken to in Urdu, 1 prefers Punjabi and 1 prefers English. 84 prefer to receive written information in Urdu and 4 prefer to receive written information in English...
 - There are 6 Albanian speaking families. Out of the 6 families, 4 would like to be spoken to in Albanian, the other 2 prefer English. All 6 prefer to receive written information in Albanian.
 - There are 16 Arabic speaking families. Out of the 16 families, 15 of them prefer to receive written information Arabic and 1 in English. They all prefer to be spoken to in Arabic.
 - There are 5 families who speak Bengali. They would all like to receive both written and verbal information in Bengali.
 - There are 4 Turkish speaking families. All 4 families prefer to be spoken to and receive information in Turkish.
 - There are 2 families who speak Polish. They would like to receive both written and verbal information in Polish.
 - There are 6 families who speak Georgian. All of them would like to receive written information in Georgian. 2 would like to be spoken to in English.
 - There are 12 families that speak Uzbek. All of them would like to receive both verbal and written information in Uzbek.
 - There is 1 Philipino speaking family. This family prefers to receive information in Philipino.
 - There are 5 families who speak Ukrainian. They would all like to receive information in Ukrainian.
- There is 1 Hindi speaking family. This family prefers to receive information in Hindi.
There are 2 Hebrew speaking families who would both like to receive written and verbal information in Hebrew.

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.)

We have determined that P.S. 225 has a need to provide translation services in a variety of languages. Although many parents ask to receive information in English, we also have a significant number of parents requesting Spanish and Russian as well as Arabic and Urdu.

The documents that are disseminated every year to our parents that require translation are the following: newsletters, calendars, parent-teacher conferences, parent workshop announcements, after-school services and programs, letters from P.S. 225 Leadership Team, NYS Testing Calendar, school run activities such as; School Spirit Week, College Ready Week, PTA meetings and Schoolwide class orientation memos, Interpretation for IEP, report cards and/or referral meeting documents.

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.

Parents are invited in to meet with staff members throughout the school year. Our staff is available every Tuesday from 2:20-3:15 for face-to-face meetings. In addition, parents are encouraged to attend our quarterly parent teacher conferences as well as in house events such as our Family Fun night carnivals, IEP and/or referral meetings. Our family assistants also meet with parents on home visits to retrieve vital documents needed from parents, and to follow up on attendance issues. Our school guidance counselor meets with parents throughout the school year. She also meets with parents of 8th graders regarding their high school choices and available programs.

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.

At this time the Department of Education provides translated copies of key documents such as Entitlement Letters, Placement Letters, Home Language Surveys, Parent Selection Forms, Parent Brochures and a Title III Supplementary forms. We will also be submitting report cards and promotion in doubt letters for translation into our seven primary languages. It is the opinion of the ESL team, that once the requested forms are translated, the parents of our ESL population will be able to receive and understand their children's status reports. The seven certified teachers comprising the P.S. 225 ESL team, meet to discuss the interpretation needs of the parents of our targeted population. After reviewing the current paperwork for each of the students, as well as the Home Language Survey, the team decides that the following interpretation needs exist;

1. Oral translation for in- house events such as Parent Teacher Conferences, PTA meetings and Open School.
2. Interpretation for IEP and/or referral meetings.
3. Translation services for admissions.
4. Translations for major content area exams when allowed.

We utilize our in house translation staff as well as NYC DOE Translation and Interpretation Unit.

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.

At this time, the Department of Education Translations and Interpretations Unit provides translated copies of key documents such as: NY State Test Results, Entitlement Letters, Placement Letters, Home Language Surveys, Parent Selection Forms, Parent Brochures and Title III Supplementary forms. In

addition, report cards and promotion-in-doubt letters will be submitted for translation into each of our four primary languages. In the opinion of the ESL team, once the requested forms have been translated, the parents of our ESL population will be able to read and understand their children's status reports.

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.)

All staff member are made aware of The Department of Education's Translation and Interpretation Unit through our language access coordinator. Each staff member has been trained and has access to the Language Access Toolkit. A language welcome poster is displayed in our school lobby and each staff member has a copy of the Language Identification Guide. Translation and Interpretation Unit Information brochures are also available when needed.

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

Our parent coordinator will provide parents with written notification of their rights regarding translation and interpretation in the languages provided by the Department of Education Office of Interpretation and Translation Services. The parent coordinator will also post languages for which translation is available at the entrance of the school buildings. We also rely on the over-the-phone interpretation services when needed, along with our in house translation staff.

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)

We at P.S. 225 have a vested interest in our parent feedback. In order to effectively collect parents' thoughts and opinions, we gather evidence from surveys and request feedback during our open school evenings and parent open house.