

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

07X025

School Name:

P.S. 025 BILINGUAL SCHOOL

Principal:

CARMEN TOLEDO

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: P. S. 25X School Number (DBN): 07X025
Grades Served: Pre-K to 5th Grade
School Address: 811 East 149th Street
Phone Number: 718 292-2995 Fax: 718 292-2997
School Contact Person: Mrs. C. Toledo-Guerrero Email Address: ctoledo@schools.nyc.gov
Principal: Mrs. C. Toledo-Guerrero
UFT Chapter Leader: Mrs. Sonia Feliciano, Delegate
Parents' Association President: Ms. Sandra Vaca
SLT Chairperson: Mrs. Sonia Feliciano, Delegate
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Ms. Virginia Olavarria
Student Representative(s):

District Information

District: 07 Superintendent: Ms. Yolanda Torres
Superintendent's Office Address: 500 Courtlandt Avenue, Bronx, New York 10451
Superintendent's Email Address: ytorres5@schools.nyc.gov
Phone Number: 718 742-6500 Fax: 718 742-6548

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
Director's Office Address: 1230 Zerega Ave., Bx., NY 10462/1 Fordham Plaza, Bx., NY 10458
Director's Email Address: jruiz2@schools.nyc.gov
Phone Number: (718) 828-7776/(718) 741-8895 Fax: (718) 828-6280

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)
Mrs. C. Toledo-Guerrero	*Principal or Designee	
Ms. Sonia Feliciano	*UFT Chapter Leader or Designee	
Ms. Sandra Vaca	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Ms. Virginia Olavarria	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	
	Member/	

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

PS25 The Bilingual School is a New York City Department of Education elementary school located in the South Bronx founded in 1968 by a vanguardist group of bilingual educators who, supported by the recently enacted Bilingual Education Act, saw the opportunity to educate English language learners from Spanish speaking countries in an innovative way. As part of Community School District 7 the school serves a diverse population of students, most of whom are learning English as a second language. The Bilingual School is located on 811 East 149th Street in the South Bronx. The students are mostly immigrants or from immigrant families. The community has been frequently identified as the poorest Congressional District in the United States. Many students in the school live on temporary housing.

Now on its 46th year PS25 The Bilingual School wishes to transform education once again by incorporating mobile digital learning. Using the latest technologies the students of The Bilingual School will have access to increased and sophisticated resources while being able to produce high quality digital products.

Access to the latest technologies is not universal in the surrounding community, and even those who own mobile devices at home share them among family members, thus reducing contact time for each member of the household. Parent involvement in school activities is limited and sporadic. Frequently school sponsored workshops fail to draw crowds, even when interesting topics are discussed.

The Bilingual School has been committed to the transformation of the learning environments towards digital contents. There is a school website (www.thebilingualschool.org) and many classrooms have also custom websites of their own, all hosted as subdomains under the same domain, thebilingualschool.org. Many resources are posted online and students and families can access all the services anywhere anytime with their personalized accounts. Now the school is ready to deploy devices and maximize the initial efforts so students and staff can take over and shape the future of the school.

The vision of the school has been revised to meet the new era of our school.

P.S. 25 commits its efforts into making a difference by inspiring and challenging our students to become digital citizens, critical thinkers and independent high achievers. P. S. 25 commits to provide our students with holistic student center environment that is based on innovative, global learning facilitated by teacher and supported by the home and community.

A special program has been designed to accommodate all the components and make the transformation possible. The program, called Bilingual Cybnauts, will promote the use of mobile digital learning school wide, scaled and sustained by the increased development of digital citizenship skills among all members of the school community.

Alongside the innovative-global learning vision, PS 25 is founded with the vision of creating an environment that promotes a balanced approach to literacy including the workshop model in math using Go Math. It is built on extensive project based learning and integrated curriculum units. These school-wide practices include within the framework The Principles of Learning and Teaching. The school values and environment to promote independence, interdependence and self-motivation. This is evident in the design independent task that students are expected to engage in their daily learning.

PS 25 is also designed to implement thematic studies, cooperative learning and authentic assessment. Social studies, science and technology are integrated to make learning come alive and support students as independent learners. Language arts and mathematics instruction combine hands-on-inquiry and cooperative learning approaches with guided

instruction taught in small groups. Our reading, writing and math curriculum are responsive to the interest and needs of all learners.

To accomplish our goals in creating a supportive and effective learning environment, our staff is committed in collaborative planning and unit design. The balanced literacy and workshop model allows the teacher to make thoughtful decisions around assessment and effective approaches to use in order to support the learner. It requires teachers to reflect, revise and refine the learning objectives.

Special education classes are an important part of our learning community. We are one of the leading schools with the ASD (Autism Spectrum Disorder) Horizon program. Servicing students from kindergarten to the fifth grade in 2015-2016. In addition to our six 8:1:1 classes, we also serve students in four 12:1 transitional bilingual classes. Related services providers in speech, occupational therapy, physical therapy, hearing and counseling provide services to students as prescribed by their I.E.P's.

Professional learning is a priority for the learning community. Mondays and Tuesdays professional learning time offers all staff members customized learning experiences with an emphasis on collaborative discussions and action research with the objective in student achievement. PS 25 uses the expertise of the Generation Ready Consultant, teacher leaders, administrators, and professional learning committee.

As our staff continues to build knowledge in order to help achieve student success, it is imperative deepen our strategy in order to build a stronger family-community relationship. Teachers are currently presenting workshops and informational discussions around, CCLS, units of study, assessment and family relationships. We will continue to strive to promote hand-on learning activities that will engage both the child and the parent together in learning. We have seen results in teachers that have engaged in this process based on their student progress and outcomes.

07X025 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	490	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	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	91.7%	% Attendance Rate		91.3%	
% Free Lunch	93.8%	% Reduced Lunch		2.8%	
% Limited English Proficient	23.4%	% Students with Disabilities		23.2%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.2%	% Black or African American		10.2%	
% Hispanic or Latino	88.7%	% Asian or Native Hawaiian/Pacific Islander		0.2%	
% White	0.4%	% Multi-Racial		0.2%	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	6.16	# of Assistant Principals (2014-15)		2	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		7.7%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		8.72	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	17.3%	Mathematics Performance at levels 3 & 4		26.9%	
Science Performance at levels 3 & 4 (4th Grade)	91.7%	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	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		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	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	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				

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

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

Part 1 – Needs Assessment

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

In 2014-2015, our school administered a series of writing assessments which include;

Data Sources:

- **Periodic ELA**

Findings: Student results on the periodic ELA assessment administered twice throughout the school year indicated that 20% of the students were performing at a level 2.

- **Baseline and end line writing pieces :**

Findings: September 2014 Baseline-Teachers reviewed the student pieces based on a task specific rubric and determined that students were struggling with organization and adding details and grade appropriate language-vocabulary.

Findings: June 2015 End line writing piece- strengths: written pieces were organized and contained detailed information and facts. Areas of need s: organization of ideas, grammar, details/elaboration and grade appropriate vocabulary.

- **Performance tasks based units :**

Findings: These authentic writing tasks were administered in order to monitor student understanding and

And misconceptions in the unit in focus (narrative, informative, opinion, exploratory).

The analysis of these authentic performance tasks given at the start and at the end of the unit provided teachers with patterns and trends which detailed; more explicit writing instruction and on demand pieces to determine whether students understood or still needed support in targeted areas. Teachers were required to identify targeted areas to be reviewed either, through whole group instruction, small group or individually.

The data generated was used to revise units of study and to create lessons in that supported identified areas based on findings.

- **Based on informal observations** , Danielson, feedback planning conversations and professional learning sessions conducted; areas mentioned provide a lens for more rigorous and explicit writing instruction. This was evidenced by levels of performance in student writing assessments

Strengths :

- As evidenced through observations teachers are using writing exemplars that scaffold and support the current unit of study. (process charts, criteria and rubrics)
- Guided writing groups created to support student individual writing needs based on performance tasks and completed units writing pieces.(inquiry findings)
- Student portfolios that showcase the CCLS writing pieces that students have created
- All teachers in grades Pre-K - 5th engaged collaboratively in inquiry teams looking at student work in order to modify and adapt the units of study/writing curriculum, plan lessons, and small group instruction.

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, teachers in grades Pre-K-5 will revise the writing curriculum to include questions and discussion techniques that will result in a 60% increase in student’s content based writing.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Through small guided writing groups, teachers will help students organize their ideas and thoughts as they engage in conferences that lead to rich discussions based on their writing.	All teachers	Sept-June 2015-2016	Coaches, teachers, administrators and consultants
<ul style="list-style-type: none"> •Teacher leaders will provide demo lessons and resources that support school writing initiatives and best practice. 	All teachers	Sept-June 2015-2016	Teacher leaders, coaches and consultants

<ul style="list-style-type: none"> The teachers will receive learning sessions in methodologies that support the high need sub-groups. e.g., learning to read IEP's in order to support their students "getting to know a student's DNA", ELL's and SIFE. (looking at the whole child) Guided reading/writing work-sessions to support small group instruction, or individual instruction that focus on comprehension skills. 			
<p>Common Core Learning Standards – developing practice and curriculum units aligned to the rigorous standards</p> <p>The literacy consultant will provide professional learning sessions based on curriculum development, performance tasks, guided writing and conferencing.</p>	All teachers	Sept-June 2015-2016	Teacher leaders, coaches and consultants
Teachers will adapt/modify their instruction and planning in order to differentiate for diverse learners. (Ells, SWSN, enrichment)	All teachers	Sept-June 2015-2016	Teacher leaders, coaches and consultants

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.											
Instructional task created by instructional & curriculum teams											
MOSL performance task											
Data team											
Consultant											
Coach											
Assistant principals											
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		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <ul style="list-style-type: none"> By January 2016, teachers will use the data from multiple sources (Periodic ELA, Baseline and end line writing pieces, and Authentic performance tasks based on units of study, portfolio, writer's notebooks, conference notes) to analyze and record evidence of an increase in student's academic vocabulary and writing. Teachers will use programs that monitor students as they read/write and provide teachers with data for strategies lessons for individual students (I-Ready reading monitoring system) The baseline assessment administered in September 2015 will serve as an instructional tool for lesson planning and instruction based on findings. Unit performance tasks administered throughout the school year will continue to inform and drive instruction, for planning and unit adaptations. In January 2016, the same cycle will be followed.
--

- All teachers will do running records every 2-4 weeks depending on student levels for progress monitoring and growth
- A progress reporting system that explains how students are doing in relationship to standards and intermediate expectations.
- Students are given the opportunity to explain their work to their family and the criteria for judging that work.
- Pk-5- School-wide CCLS Goals will distributed to all families in each grade.

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.

When provided with the appropriate tools, strategies and blueprint to follow teachers will commit themselves to the success and improvement of their instruction and the improvement of student achievement. We took into consideration the results of the math informal observations (ADVANCE) and that 184 students in grades 3-5 took the state math test CCLS). 155 met the requirements while 29 did not.

We noticed the following:

STRENGTHS

- ♣ All teachers embraced the GO Math Program customized by grade-level
- ♣ A year-long calendar was developed that included units, assessments, CCLS, student expectations etc..
- ♣ Resources were provided; Engage NY, Reteach, Enrich, RTI, Grab & Go
- ♣ Lesson format was suggested (TO/WITH/BY)
- ♣ Assessments were periodically used (BOY/MOY/EOY)
- ♣ I Can statements reflected the CCLS
- ♣ Meetings were set up to distribute information, to discuss content, curriculum and assessments
- ♣ Majority of teachers knew math content for their particular grade
- ♣ Teacher selected groupings
- ♣ Majority used manipulatives
- ♣ Majority of lesson plans were aligned to the instructional outcomes

NEEDS:

- ♣ There were pockets of the use of technology (updated item in Go Math: Math Personal Trainer(practice/assessments & intervention) & Math on the Spot (videos)
- ♣ Exit Tickets/Journal Reflection Writing must be available to all students as a means of assessment and lesson closure

- ♣ Utilization of Talk & Turn to help students verbalize their ideas before sharing with the class
- ♣ Integrations of Math Talk to facilitate discussions around math topics, concepts and ideas (updated item in Go Math)
- ♣ Using flexible grouping; pairs, triads, quads, student-selected groups, random groups in accordance to the instructional purpose
- ♣ Planning a range of questions DOK levels 3-4 that are open-ended and text-dependent
- ♣ Using strategies to involve all students in discussions: dry-erase boards, index cards, clickers, hand signals...

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, M measurable, Achievable, Relevant, and Time-bound.

#1 Continuation of Danielson's Observation Framework for Teaching

Teachers will continue to be provided with evidence-based applicable feedback from the short frequent cycles of classroom visits using the low-inference observation tools from Danielson's framework. This will support teacher growth and to collaboratively build school-wide understanding of its components. This will be continued along with the Framework for Great Schools, and the Principals School-Wide Goals/Initiatives. With administrative support teachers in grade K-5 will continue to become more familiar with the Danielson Rubric as a means of enhancing instructional performance. They will understand the 8 competency domains and the four rating system as a point of conversation and feedback in order to improve daily instruction. Teachers will share a common goal: achieve excellence in student work through highly effective teaching. This will be done through professional learning groups.

By December 2015, 95% of teachers in grades K-5 will have increased their knowledge and expertise of the 8 components and how each are integrated and connected to each other to support instruction and student achievement.

#2 Continuation of Building Familiarity and Capacity with GO MATH

To continue to provide evidenced-based instruction through the use of the GO Math tool and the CCLS. Teachers will continue to become more familiar with the Math CCLS through the use of the tool GO Math. Teachers will be provided with an updated *pacing guide* which encompasses; unit content, student-teacher expectations, writing/vocabulary, essential questions, mathematical practices, assessment evidence, common core standards and resources. Along with the pacing guide teachers will receive a *year-long calendar* with detailed emphasis on daily content topics, exit ticket, assessments and vocabulary.

With administrative support teachers in K-5 will continue to deepen their learning as a means of executing student engagement and instructional performance.

They will understand the format and layout of the structure of the teacher edition as presented in the Framework for Great Schools and the Principals School-wide goals/initiatives.

By December 2015, 95% of teachers in grades K-5 will have increased their knowledge and expertise of GO Math, its components, the pacing guide and the year-long calendar.

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>We will begin in September using Mondays and part of Tuesdays to tailor support to teachers in grades K-5 in order for them to continue to investigate GO Math, the updated resources, the calendar and the pacing guide. Facilitation will be provided by the following personnel; assistant principal, math grade leaders, peer mentors and teachers identified as exemplary models. This will facilitate collaboration and establish a common language for improvement.</p>	<p>All classroom teachers</p>	<p>Sept-June 2015-2016</p>	<p>Assistant Principal, teacher leaders and peer mentors</p>
<p>We will also begin in September using Tuesdays to engage parents in cycles of learning using GO Math. Facilitation will be provided by classroom teachers, peer mentors, math provider, parent coordinator and assistant principal. This will facilitate collaboration between teachers and parents and will strengthen ties between parents and the school community.</p>			
<p>Some of the strategies that will be use are; turn & talk, exit slips at the end of sessions, take this down-as a means of writing important information, conversation charts, and websites.</p>			
<p>Additionally, through ADVANCE the frequent cycles of observations will continue and this will allow for the tracking of teachers in order to provide them with engaging feedback, professional conversations, actionable next steps and professional learning activities. The Danielson Rubric will also provide and promote a common language and transparency about what effective teaching looks like.</p>			

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Instructional task created by instructional & curriculum teams</p> <p>MOSL performance task</p>

Data team

Consultant

Coach

Assistant principals

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

Part 5 – Progress Monitoring

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

Mathematics GOAL #2

Part 1----Needs Assessment

When provided with the appropriate tools, strategies and blueprint to follow teachers will commit themselves to the success and improvement of their instruction and the improvement of student achievement. We took into consideration the results of 36 math informal observations (ADVANCE) and that 184 students in grades 3-5 took the state math test CCLS). 155 met the requirements while 29 did not.

We noticed the following:

STRENGTHS

- ♣ All teachers embraced the GO Math Program customized by grade-level
- ♣ A year-long calendar was developed that included units, assessments, CCLS, student expectations etc..
- ♣ Resources were provided; Engage NY, Reteach, Enrich, RTI, Grab & Go
- ♣ Lesson format was suggested (TO/WITH/BY)
- ♣ Assessments were periodically used (BOY/MOY/EOY)
- ♣ I Can statements reflected the CCLS
- ♣ Meetings were set up to distribute information, to discuss content, curriculum and assessments
- ♣ Majority of teachers knew math content for their particular grade
- ♣ Teacher selected groupings
- ♣ Majority used manipulatives
- ♣ Majority of lesson plans were aligned to the instructional outcomes

NEEDS:

- ♣ There were pockets of the use of technology (updated item in Go Math: Math Personal Trainer(practice/assessments & intervention) & Math on the Spot (videos)
- ♣ Exit Tickets/Journal Reflection Writing must be available to all students as a means of assessment and lesson closure
- ♣ Utilization of Talk & Turn to help students verbalize their ideas before sharing with the class
- ♣ Integrations of Math Talk to facilitate discussions around math topics, concepts and ideas (updated item in Go Math)
- ♣ Using flexible grouping; pairs, triads, quads, student-selected groups, random groups in accordance to the instructional purpose
- ♣ Planning a range of questions DOK levels 3-4 that are open-ended and text-dependent
- ♣ Using strategies to involve all students in discussions: dry-erase boards, index cards, clickers, hand signals...

Part 2-----Annual Goal/Measurable Objective

#1 Continuation of Danielson's Observation Framework for Teaching

Teachers will continue to be provided with evidence-based applicable feedback from the short frequent cycles of classroom visits using the low-inference observation tools from Danielson's framework. This will support teacher growth and to collaboratively build school-wide understanding of its components. This will be continued along with the Framework for Great Schools, and the Principals School-Wide Goals/Initiatives. With administrative support teachers in grade K-5 will continue to become more familiar with the Danielson Rubric as a means of enhancing instructional performance. They will understand the 8 competency domains and the four rating system as a point of conversation and feedback in order to improve daily instruction. Teachers will share a common goal: achieve excellence in student work through highly effective teaching. This will be done through professional learning groups.

By December 2015 100% of teachers in grades K-5 will have increased their knowledge and expertise of the 8 components and how each are integrated and connected to each other to support instruction and student achievement.

#2 Continuation of Building Familiarity and Capacity with GO MATH

To continue to provide evidenced-based instruction through the use of the GO Math tool and the CCLS. Teachers will continue to become more familiar with the Math CCLS through the use of the tool GO Math. Teachers will be provided with an updated *pacing guide* which encompasses; unit content, student-teacher expectations, writing/vocabulary, essential questions, mathematical practices, assessment evidence, common core standards and resources. Along with the pacing guide teachers will receive a *year-long calendar* with detailed emphasis on daily content topics, exit ticket, assessments and vocabulary.

With administrative support teachers in K-5 will continue to deepen their learning as a means of executing student engagement and instructional performance.

They will understand the format and layout of the structure of the teacher edition as presented in the Framework for Great Schools and the Principals School-wide goals/initiatives.

By December 2015 100% of teachers in grades K-5 will have increased their knowledge and expertise of GO Math, its components, the pacing guide and the year-long calendar.

Action Plan:

(Activities/Strategies, Target group(s), Timeline and Key Personnel)

We will begin in September using Mondays and part of Tuesdays to tailor support to teachers in grades K-5 in order for them to continue to investigate GO Math, the updated resources, the calendar and the pacing guide. Facilitation will be provided by the following *personnel* ; assistant principal, math grade leaders, peer mentors and teachers identified as exemplary models. This will facilitate collaboration and establish a common language for improvement.

We will also begin in September using Tuesdays to engage parents in cycles of learning using GO Math. Facilitation will be provided by classroom teachers, peer mentors, math provider, parent coordinator and assistant principal. This will facilitate collaboration between teachers and parents and will strengthen ties between parents and the school community.

Some of the *strategies* that will be use are; turn & talk, exit slips at the end of sessions, take this down-as a means of writing important information, conversation charts, and websites.

Additionally, through ADVANCE the frequent cycles of observations will continue and this will allow for the tracking of teachers in order to provide them with engaging feedback, professional conversations, actionable next steps and professional learning activities. The Danielson Rubric will also provide and promote a common language and transparency about what effective teaching looks like.

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.

Technology Needs:

Classrooms do not have reliable hardware to develop digital literacy skills, a must in the 21st century. More specifically:

- o Students do not have access to enough devices to develop digital literacy skills. Students need access to their own personal device in order to accomplish digital literacy goals established by the school.
- o Classrooms only have on average two desktop computers, none of which are new or recent and are unreliable. Every teacher needs access to modern computers that are reliable and compatible with the student’s devices.
- o The Computer Lab has 30 desktop computers, all Apple and purchased more than 8 years ago. Latest operating system updates are not supported by these models. These computers need to be updated.
- o The administrative team needs access to modern and reliable digital devices that are compatible with what the teachers and the students use.
- o Internet access needs to be reliable; bandwidth needs to be increased in order to support the new devices and their constant demand for access to the web.

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, Measurable, Achievable, Relevant, and Time-bound.

The Bilingual Cybernauts Technology Goal

- By the end of the year, 25% of classrooms will be transformed to support digital mobile learning by engaging students in higher-level thinking skills as evidenced by lesson plans, student work samples and journals, and observations.
- o Specific: 25% of classrooms will use mobile digital learning for their daily tasks
- o Measurable: By February of 2016 25% of classrooms will use mobile digital learning successfully for their daily tasks as measured by lesson planning, observations, student surveys, student work, classroom website content, and any other relevant measure identified by the administration for this purpose

- o Attainable: Students will have access to new digital tablets (iPads), applications, software and necessary resources to support mobile digital learning, with time scheduled to develop proficiency in the use of said devices and resources
- o Relevant: Students will achieve benchmarks for Digital Literacy, Internet Safety and Critical Thinking as measured by surveys, student work and other digital literacy assessments
- o Time-Bound: By the end of the year 25% of classrooms will use mobile digital learning for their daily tasks. Classrooms will gain proficiency accordingly as they receive access and training for:
 - Hardware
 - Software, Applications, Subscriptions
 - Lesson planning and deliverance
 - Basic maintenance and troubleshooting of hardware and connectivity
 - Student accounts and logistics of implementation

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>The Bilingual Cybernauts Program</p> <ul style="list-style-type: none"> ● Mobile Digital Learning platform inclusive in all instructional areas. Emphasis in non-fiction reading and writing. ● One to One iPad program sponsored by APPLE and the ConnectEd Initiative <p>o Each student gains access to a digital tablet (iPad)</p> <p>o Classrooms are equipped with latest technologies to support mobile digital learning (Macbook, iPad Mini, Apple TV, Projector, Smart Board, Document Cameras, Printer...)</p>	<p>All teachers</p>	<p>Sept-June 2015-1016</p>	<p>School Based Technology Specialty Teacher</p> <p>Curriculum Team</p> <p>Apple Consultant</p> <p>Administration</p>

<ul style="list-style-type: none"> ● Intensive Professional Development ○ 17 training days in school and in person with Apple’s Instructional Specialist ○ Professional Development Sessions for early adopters every Monday during scheduled Professional Learning time designed to respond to classroom’s needs ○ Professional Development sessions focused on <ul style="list-style-type: none"> ■ Instructional technology Planning ■ Research skills sophistication using mobile digital learning ■ Higher Order Questioning techniques using mobile digital learning ■ Assessment design and collection of student work using mobile digital learning <p>Using mobile digital learning to create and access the <i>PS25 Audiovisual Repository</i>, a collection of lesson plans, videos, webinars, images, student-created content and any and all other resources obtained, purchased, created or in any way generated to support integration; the <i>PS25 Audiovisual Repository</i> is to be developed organically in the school, based on in-house experiences at PS25 and peer-reviewed by teachers and administrators for quality control</p>			
<p>Parent Involvement - A <i>Home and School Together</i> initiative at PS25 establishes:</p> <p>Parent participation in school sponsored workshops and other educational activities will increase 50%, accomplished through the following:</p> <p>Parent Academy - Scheduled to take place on selected Friday mornings, on Tuesday Parental Engagement sessions and during any other time as required</p> <p>Open House Session - A scheduled Open House at the beginning of the year will be used to transmit the School Wide Innovation Model and The Bilingual Cybernauts program, as well as to communicate any other relevant information</p> <p>Parent Teacher Conferences - The Bilingual Cybernauts program will establish <i>Information Booths</i> during parent teacher conferences to facilitate communication with parents about the program’s operation and logistics as well as to answer questions about the program and its components</p>	<p>Teachers, Parent Coordinator</p>	<p>Sept-June 2015-2016</p>	<p>School Based Technology Specialty Teacher Curriculum Team Apple Consultant</p>

Website - A school website will be used as an <i>Information Hub</i> for parents to learn about the school and its programs; Individual classroom websites will be used to communicate classroom related information to the families	School-Wide	Sept-June 2015-2016	School Based Technology Specialty Teacher Administration Curriculum Team Apple Consultant
Family Handbook - an informative document that compiles all school related information that is relevant to families, published on the school website and available in more than one language	All teachers	Sept-June 2015-2016	School Based Technology Specialty Teacher Administration

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.											
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		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	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.	
On-going teacher observations	
End of unit projects	
Portfolios	
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.	

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

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

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–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.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote 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>

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.

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

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

Part 5 – Progress Monitoring

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

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

<ul style="list-style-type: none"> Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–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.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to promote 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>

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.

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

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

Part 5 – Progress Monitoring

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

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 performing below grade level based on Fountas & Pinnell reading & writing assessment 2014 ELA results and student portfolio	Leveled guided reading Foundations Reading recovery Small target group instruction 4X a week for 45 minutes Test sophistication	Small group instruction On- on-one Push- in model & pull out ration 3/1	During school day After school
Mathematics	Students performing below grade level based on 2014 math state exam, periodic assessment Unit test Student portfolios	Guided math instruction EDM games Word problems Math Drills Test taking skills	Small group instruction and one – on one	During school day After school
Science	Students performing below grade level based on baseline assessments and end of year assessment	Thematic units Integrated curriculum Test prep grade 4	Small group instruction and one – on one	During school day After school
Social Studies	Students performing below grade level based on baseline assessments and end of year assessment	Thematic units Baseline, mid line and end year writing assessments	Small group instruction and one – on one	During school day After school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students mandated by IEP & teacher recommendation	Tier RTI	Small group instruction and one – on one Counseling	During 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.
All teachers, except one bilingual teacher is identified as highly qualified. The teacher is currently enrolled in a master's program. The school continues to provide on-site and off-site professional learning. A grade leader has been identified to support the grade collaborations, unit planning and professional that is on-going.

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).
The school will continue to engage all staff members to meet CCLS in their teaching and learning via Monday's and Tuesday's professional learning time. The allocated PL time is design to provide opportunities for quality discussions, action research and inquiry process in order to achieve student success.

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.).

We provide monthly workshops for families to engage in curriculum, social and behavioral awareness. While providing support to individual families based on meeting the needs of the whole child.

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.

Through collaborative professional learning, teacher explore , measure and analyze data and a variety of assessment to look at correlations in order to make the best decision in meeting the needs of all learners.

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	401,789.00	X	Pages 9,11-17
Title II, Part A	Federal	85,440.00		
Title III, Part A	Federal	12,012.00	X	Pages 9,11-17
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,554,074.00	X	Pages 9,11-17

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.

PS 25 School –Parent Involvement Policy 2015-2016

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.

PS 25, 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.

PS 25 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.

Parent Compact (SPC) 2015-2016

Dear Families,

The Parent Compact is an agreement between the parents and the school. Great education relies upon a strong family and learning community relationship. We value our collaboration with our parent community. Please read, then sign and return below.

P. S. 25, 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.

Tear Off and return to your Child’s Teacher

“ I have read the Parent Compact and agree with the Policy”

Child’s name _____ **Class** _____

Parent Signature _____ **Date:** _____

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>PS 25</u>	DBN: <u>07X025</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>109</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>13</u>
of certified ESL/Bilingual teachers: <u>13</u>
of content area teachers: <u>2</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: _____ P.S.25 has approximately 110 English language learners enrolled. The school provides these students with the opportunity to learn in a variety of instructional settings which include; Bilingual Transitional program, and English as a Second Language programs. The 10 bilingual transitional classes are designed to nourish students' literacy in their native language (Spanish) while transitioning them into English. (3 of the 10 bilingual settings are self-contained special education classrooms.)

The English as a Second Language program consists of a full-time ESL teacher who services approximately 17 students in either a pull-out/push-in program. The ESL teacher meets and plans with monolingual teachers to ensure curricular alignment. The focus for support is on English language acquisition and comprehension strategies for those students who do not have a native language in common. The ESL teacher works with ELLs during content area instruction (CALP) in collaboration with regular classroom teachers. The purpose is to provide language acquisition and vocabulary support as it pertains to the content area being taught. The ESL teacher works in collaboration with all classroom teachers to develop goals and plan instruction based on units of study provided for reading and writing in order to support ELL students and meet their linguistic needs.

TITLE III: PS 25 "ACHIEVE" AFTER SCHOOL ACADEMY

P.S.25's Title III Achieve Academy program will begin on, November 19, 2014 and will end on April 30, 2015. The hours for the program are Wednesday and Thursday from 2:45 pm to 3:45 pm. The Achieve Academy is designed to increase the students' second language acquisition as they transition from grade to grade. It is also designed to nourish and enrich students' literacy in their second language (English). The Achieve program is geared to ELL's in grades 2 thru 5th (General & Special Education). The program meets the linguistic needs of the students as it accommodates the different levels of English language proficiency (beginning, intermediate and advanced). The program is also offered to ELLs who have passed the NYSITELL. Parents are notified via a letter in English and Spanish inviting their children to attend the Achieve program. The schedule, duration and instructional goals of the program are provided in the parent letter.

The instructional component consists of 15-18 students in a group. Teachers work with students and differentiate ELA and Math instruction to meet the needs of their English proficiency levels. They work with students individually, in small groups and whole class. The teachers use the SIOP (Lesson Planning Sheltered Instruction) model. Activities invite application of content and language knowledge in varied groupings encouraging opportunities to practice academic language. In the content areas teachers use STEM/inquiry based activities which are planned to scaffold students' thinking as they make connections to prior knowledge/skills mastered, in order to master new ELA and Math concepts. Abundant opportunities are provided for students to use language purposefully and receive feedback on their performance. The "ASPIRA" after school tutoring/enrichment program is geared to support students academic language acquisition through the content areas. ASPIRA uses the arts to enhance language through exploration and creativity following the "STEAM" program that connects all content areas. (Science, Technology, Engineering, Art and Math-STEAM)

TITLE III ACHIEVE ACADEMY

Our instruction is data driven instruction and based on language development within each modality. We use multiple sources of assessment data to determine the linguistic and academic needs of our students. Our data sources are: Analysis of NYSESLAT scores across the four modalities of reading, writing, listening and speaking, ELA and MATH assessments, as well as the Fountas and Pinnell reading assessment (English and Spanish). We begin by identifying patterns and trends across the grades and

Part B: Direct Instruction Supplemental Program Information

plan units of study and instructional lessons that target specific students needs based on ability and levels. Teachers frequently and carefully monitor student progress to assess levels of student understanding and comprehension, through individual conferences where specific feedback for next steps is given and documented ot hold students accountable for their learning as well. Performance tasks are given at the end of each unit of study to assess for student understanding.

The Title III program consists of 10 licensed bilingual teachers and one ESL provider. Student support materials and resources are available at varying readability levels. The teachers provide the following materials and resources for the students: folders, notebooks, "Language Power" Building Language Proficiency kits to empower beginners in grades K-2 and 3-5 which include a leveled text set, lessons, parent tip cards, and student guided pratice books; "Focused Reading Intervention kits" which include assessment, lesson plans and student guided practice books. for intermediate and advanced student proficiency levels , student writing handbooks, student vocabulary books and miscellaneous writing tools. Paired passages for writing, non-fiction leveled libraries and a technology program; "I-Ready" which students have access to in our Technology Lab to support ELL's in reading and math. This program monitors student progress as they read independently for thirty minutes, it provides teachers on-going data for students using the program at any given time. Supervisors can also monitor how much time is allotted to the program as well as track and monitor student data. Data talks are done every two weeks in order to ensure that the needs of our ELL's are being targeted strategically and effectively.

Part C: Professional Development

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

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

Begin description here: _____ Data findings are that student's in Transitional Bilingual classrooms in grades 2-5 achieve higher in the listening and speaking components of the NYSESLAT, yet the reading and writing components are still a challenge for our ELL's. ELA data findings showed that our students did not meet the criteria necessary in writing. Professional Learning is based on teacher input specific to ELLs and Transitional Bilingual classrooms. This is to ensure that teachers have the knowledge and the skills to meet the diverse learning needs of all ELL students. Disaggrated student data and other evidence of student learning is used to determine professional learning needs and priorities, in order to monitor student progress and to help sustain targeted Pofessional Learning. Teachers work collaboratively analyzing data to identify student varied needs. Based on findings, (CCLS) units of study are created and modified, lesson plans are differentiated and instruction is targeted to specific modalities. Small groups are formed based on assessment (running records) in order to support individualized instruction. Through on-going small group work teachers continously revise, refine and modify instructional practice based on student proficiency levels and abilities. Working collaboratively in on-going Professional Learning sessions teachers are required to analyze data from Ell interim/periodic, as well as other assessments (performace tasks and quick writes); teachers are able to track and monitor student progress and revise instruction that supports differentiated instruction. Through Professional Learning sessions teachers learn to identify challenges, strengths and support each other by offering next steps for students based on findings. They work in collaborative groups looking at student work, creating task to promote coherent learning, designing action plans and academic intervention groupings that are geared to differentiated instruction for ELL's. Teachers meet weely with the ESL provider, Jackie Garcia to discuss ESL methodologies as well as strategies they need to implement within the classroom to support modalities/proficiencies; in these sessions teachers are given support and a variety of strategies and themes that support and enhance all modalities; listening, speaking, reading and writing. Teachers are also provided the opportunity to attend Professional Learning outside the building as well,

Part C: Professional Development

they are then required to turn key their learning experience with colleagues. Common planning preps are allotted for teachers to meet by grade to plan for instruction. Therese Ebbelwhite, "AUSSIE" consultant offers classroom modeling and on-going support structures of instructional scaffolding strategies to ensure significant academic development within our ELL population through reading, writing, questioning techniques and accountable talk for oral language development. Through these learning sessions targeted specifically for ELL needs, teachers will gain insight on the types of bridging, modeling, and scaffolding that must be provided to support ELL student achievement and performance. Teaching strategies targeted during Professional Learning: Sessions provided by Ylusha Jaquez Network 607 ESL Instructional Specialist:

*Monday Professional Learning 80 minute block:

~Modeling through think alouds and close reading (small group reading to review or reteach previously modeled strategies: restate, summarize, describe content information to demonstrate comprehension)

~Making connections (how to connect to all genres)

~Visualizing and telling (creating a mind movie)

~Synthesizing (creating new lines of thinking)

~Developing differentiated tasks to support ELL's

~Looking at student writing "Inquiry" (protocols and next-steps for ELL's)

The teachers are part of technology professional learning sessions that offer different links and programs that support ELL instruction in the classroom and at home. As part of these on-going sessions key concepts/CCLS using supplementary materials, visual support, and demonstrations are used to enhance understanding, so that teachers can successfully incorporate them into their teaching practices to support students.

After school learning includes: Test sophistication, through content area learning that exposes students to higher order critical thinking using paired passage, targeted vocabulary and questioning skills, close reading and annotating of text. Comprehension strategies are covered in both literacy and math.

-
-
-

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: _____ At P.S. 25 we believe that parents play an integral part in a child's learning. Opportunities for regular meetings and learning enrichment workshops/sessions are provided for parents. They are informed through flyers, letters and monthly calendars that are translated and sent home. A parent handbook has been created and translated into Spanish so that parents have all the information pertaining to our school at their finger tips. Common Core yearly goals for reading, math, science and social studies are explained and distributed to all parents for clear expectations, these goals have also been translated into Spanish. ESL classes are provided weekly for parents by Ms. Jackie Garcia our ESL provider. Ms. Garcia also does parent orientation/video for the ELL identification process; she ensures that translated letters are sent out to inform parents of the program their child is in. Technology sessions are provided bi-weekly by Mr. Luis Aviles our technology instructional specialist. The parents are invited to meet with the Principal for the first Friday second cup of coffee monthly; they are given the opportunity to visit their child's classroom and read with their child. Health

Part D: Parental Engagement Activities

workshops are provided by our Parent Coordinator Dorothy Gutierrez, who invites guest speakers and organizations to inform parents of ways to deal with health, housing, and medical issues: Some of the topics include, healthy eating and cooking healthy, diabetes, obesity and many other topics of interest. Teachers invite parents to literacy celebrations on a montly basis or whenever units of studies are completed. These activities are on-going throughout the year and more are incorporated as the need arises within the community. A Literacy Fair culminates the year, all classes must present using technology or submit published unit of study pieces, refreshments are served and parents come and tour the fair.

Part E: Budget

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

Allocation Amount: \$14448

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 07	Borough Bronx	School Number 25
School Name The Bilingual School		

B. Language Allocation Policy Team Composition

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

Principal Carmen Toledo-Guerrero	Assistant Principal Emelia Acabeo
Coach Mario Varuzza	Coach
ENL (English as a New Language)/Bilingual Teacher Jaqueline Garcia	School Counselor Martha Cruz
Teacher/Subject Area Erly Pena-Math	Parent
Teacher/Subject Area Sandra Rivera-Literacy	Parent Coordinator Dorothy Gutierrez
Related-Service Provider Maria Lopez	Borough Field Support Center Staff Member type here
Superintendent Elisa Alvarez	Other (Name and Title) Therese Ebbelwhite_Consultant

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	12	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	2
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	507	Total number of ELLs	69	ELLs as share of total student population (%)	0.00%
--	------------	----------------------	-----------	---	--------------

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 type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
---	--

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	If yes, indicate language(s): Span-English
Dual language program (DL)	Yes <input checked="" type="checkbox"/> No <input 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	1	1	1	1	1	1								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	69	Newcomers (ELLs receiving service 0-3 years)	27	ELL Students with Disabilities	14
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	14	Long-Term (ELLs receiving service 7 or more years)	

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	56		3	3		3				0
DL										0
ENL	8		0	2						0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE spanish	4	10	6	15	6	18								0
SELECT ONE Fulani														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		1	1	1	2	3								0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other Fulani	1													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)	2	1		3	2	5								0
Emerging (Low Intermediate)		1		2		2								0
Transitioning (High Intermediate)		1	1	2	2	6								0
Expanding (Advanced)	2	9	5	6	5	5								0
Commanding (Proficient)		3	3	6	2	12								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total				1		10								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	6	2			0
4	10	2			0
5					0
6					0
7					0
8					0
NYSAA			1		0

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4				1		1		4	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:

1. 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.

P.S. 25's instructional plan is to provide all English language learners with a quality instructional program that supports academic and social development. Emphasis will be placed on providing students with the greatest possible access to core curriculum and afford students access to appropriate English language instruction that will ensure progress from limited English proficiency to fluent English proficiency. To assess early literacy skills for our ELLs, P.S. 25 uses Fountas and Pinnell in English for those students who are at the transitioning and expanding (intermediate/advanced) proficiency level. The Spanish version of Fountas and Pinnell is used for those students who are at the entering or emerging (beginner/low intermediate) levels of proficiency as a benchmarking tool three times a year (September, January and May) until they are at readiness for the English "F&P." Once the data is analyzed, teachers then begin to do running records using the Bee-Bop Spanish assessment and Reading A-Z for those students who are emerging, transitioning or expanding. Running records provide teachers with on-going data, enabling them to tailor lessons/instruction to meet the linguistic and academic needs of all students. A school wide writing baseline and endline is administered in September and May in order to monitor student growth and progress in writing. (English & Spanish) The data provides a lens and a starting point for reading, writing, speaking and listening (BICS)/academic (CALP) work for our "ELL" students. At the beginning of each writing unit of study, students are assessed through an "on demand" writing prompt. These baseline and endline assessment pieces serve as a benchmark for teachers to flag targeted areas where students are lacking the strategies they need to become proficient writers. The teachers meet as a team and discuss observational patterns and trends as identified by the data. They use this information to create action plans based on individual student needs. The findings have been consistent over the years. Our "ELL" students have challenges with reading comprehension as well as writing to inform, explain and retell. Literacy units of study are revised each year to include lessons that address the patterns and trends found gradewide. Insights gained from data analysis help in the development of effective curriculum, instructional practices and planning. They provide a lens for targeted professional learning sessions geared to meet the needs of all our students/teachers (TBE/ENL/SWD). Our goal is to deliver high quality content area instruction at academic grade level. This is necessary to develop conceptual understanding and learning strategies that will prepare "ELL" students to think critically, problem solve and be able to communicate in two languages. The formative data is used to support student need through small group instruction, one on one individual instruction and conferring. Students are provided with constructive feedback for next steps; teachers

document findings as they meet with students individually. During common planning/writing inquiry sessions teachers revisit their conferring notes and student work to differentiate lessons and instruction. Time allotments for the different levels of English Language Proficiency: Entering, Emerging, Transitional and Expanding are the following:

- Beginning and Emerging students receive 360 minutes weekly of ENL/ELA depending on model used instruction using ESL methodologies and comprehension strategies. (Stand alone, integrated, Flexible)

- Transitional and Expanding students receive a minimum of 180 minutes in ENL/ELA instruction using CALLA elements of academic language/ESL methodologies and comprehension strategies.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Data patterns and trends of NYSITELL/NYSESLAT scores across the four modalities of reading, writing, listening and speaking, reveal that students perform higher in the listening and speaking components of both the NYSITELL/NYSESLAT assessments in grades K-5. In grades 2-5 data shows that students are having difficulty in the areas of reading comprehension and writing.
3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
We use the Annual Measurable Achievement Objectives tool to identify the students who exhibit known risk factors. This allows us to tailor more timely and targeted instructional interventions for this at risk population before these students reach a more critical level. This targeted intervention includes students participating in small group task oriented situations that guide the production of language both in verbal and written form. The AMAO data revealed that we have 'twenty seven (27) ELLs with an at risk level of 3 or greater'.
 - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - c. What is the school learning about ELLs from the periodic assessments? How is the home language used?
 - a) After reviewing the data analysis and AMAO Status Estimator, we discovered that many of our students in grades 3-5 were at the transitional, expanding and commanding proficiency levels. Our ELLs are fairing better in tests taken in English as compared to the home language at specific grade levels. This is connected to the amount of years they have been in the TBP.
 - b) School leadership uses the results from assessments to inform professional and curriculum decisions. Professional Learning is fluid and focuses on the identified targeted areas. Teachers use the assessments to inform instruction and re-group students based on proficiency levels, ability and identified learning needs.
 - c) The school is learning that informal on-going monitoring, informs and guides Ell instruction, lesson planning and reflection that Ell's need scaffolded instruction and oral language development. For students on the entering/emerging proficiency level assessments are administered in their native language.
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.](#)]
Regardless of the level of English language proficiency, students who are identified as at risk in Tier 1 and Tier 2 are provided with research-supported intervention that targets the different domains in literacy in order to support competencies in reading, writing, listening and speaking. The language of the intervention corresponds with the language of classroom instruction and student proficiency level. The intensity of the intervention is based on several factors, such as the student's degree of risk and his or her rate of progress.
The intervention provides intensive, small-group reading intervention (3–6 students) for students who are at risk for reading problems. It emphasizes development of conversational as well as academic vocabulary. Although students who speak another language develop social proficiency within the context of everyday living, cognitive academic language proficiency is dependent on formal schooling. We monitor progress regularly to ensure that students are benefiting from the intervention and meeting their goals. The same assessment tools used to identify the students in Tier 1 are used to monitor progress in Tier 2. Before we consider a student for special education, we determine whether the student's academic difficulties more likely reflect a learning disability or limited English proficiency. We compare the student's rate of progress during intervention with other students of similar English language proficiency. Next, we conduct a comprehensive review of the student's educational history, including an examination of: (a) the quality of the instruction provided in Tiers 1 and 2, and whether the instruction was matched to the student's needs; (b) whether the critical components of literacy instruction were provided (refer to Tier 2); (c) the intensity, including the frequency and duration, of past interventions; (d) previous progress monitoring data, including initial performance, rate of progress, and whether past goals were met; and (e) the fidelity of intervention implementation (e.g., was the intervention consistently implemented as intended?). If it is determined that the student qualifies for Tier 3 (special education support): we either continue the intervention from Tier 2, with increased intensity, or develop a new intervention plan based on the student's needs and continue to monitor rate of progress frequently and regularly.
6. How do you make sure that a student's new language development is considered in instructional decisions?

Through regular progress monitoring and observation we ensure that a student's new language development is considered in all instructional decisions.

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

Not Applicable

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

For the past five years we have met our AYP goals with our ELL population. NYSESLAT assessment has continuously shown improvement and growth. Evaluation results are continually positive and demonstrates that the TBE program is very successful. The following are the main strengths and successes identified through our evaluation: we continue to implement important aspects of the model with high fidelity, including the proposed distribution of language use (English/native language) for the delivery of instruction.

There was a uniform process in place for assessing students. In many of our classrooms, teachers made use of effective practices such as use of visuals, scaffolding, differentiated instruction and direct vocabulary instruction. During breakout group work, teachers work with different groups of students, scaffolding their work and providing targeted feedback as the other groups work independently. Visuals are also an important piece all lessons. Students respond well to teachers' use of a SmartBoard, especially when asked to actively carry out tasks on the SmartBoard. Parents are very pleased with the program and indicated that their children have made strong progress throughout the school year. Focus group data revealed that parents were generally satisfied with the amount of English that their children had learned over the course of the school year. Various parents reported observing their children reaching a notable comfort level in English and that it has made a difference in their confidence in speaking English in different contexts. Parents also strongly value the opportunity that their children have through the program to strengthen native language acquisition.

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.

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

In Section 3 of the HLIS, the parent indicates the language(s) that they would like to communicate both orally and in writing with school staff. The ESL teacher uses data obtained from Section 3 of the HLIS in order to pre-assess which language(s) will be needed for the current school year. The ESL teacher then updates the record of parent language preferences, which is maintained and continually updated by the ESL teacher throughout the school year. Primary language information is shared with the administration, Parent Coordinator, Language Proficiency Team, and Pupil Accounting secretary. Classroom teachers of students whose parents have selected to communicate in another language are notified. The ESL teacher is responsible for providing translated school notices, entitlement/non letters and forms, as well as arranging for any interpretation services that may be required at, face-to-face meetings, Parent Teacher Conferences and IEP meetings. The ESL teacher conducts an informal oral interview with the child in English or the home language to identify those students who may be eligible for NYSITELL testing. The parent then completes the HLIS form. Through this process, the ESL teacher is able to identify those children who are eligible for NYSITELL testing. Next, the ESL teacher individually administers the NYSITELL to students who are eligible for NYSITELL testing within the first ten days of enrollment. Students who are Spanish dominant and do not score proficient on the english NYSITELL are then administered the Spanish LAB-R within the first ten days of enrollment. In the event that the ESL teacher is unavailable to conduct the initial screening, administer the HLIS, and/or administer the NYSITELL and/or Spanish LAB-R, a trained pedagogue such as the Assistant Principal may complete the ELL identification process described above within the first ten days of enrollment. During this time the emergency contact card and lunch forms are given to parents, a staff member helps parents complete these forms and surveys in their preferred native language during the registration process. The ESL teacher and the Pupil Account secretary are responsible for securing all documents related to placement ELL students. PS 25 also informs parents of the schools academic expectations, school-wide goals for all content areas, as well as the units of study that are done monthly for math and literacy, assessments specifically the NYSESLAT and ways they can

support their child during the school year.

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).

NOT APPLICABLE

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).
IEP, SETTS, ENL/ESL, and TBE teacher, an administrator is also part of the team. IEP's are reviewed to ensure that students entitlements and specific learning modifications are met and in place for all students.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

The ESL teacher prepares and distributes the Entitlement Letters, Parent Survey and Program Selection Forms in the parent's native language of choice as indicated on the Parent Information section of the HLIS on the day that it is determined that the child is an ELL based upon his or her score on the NYSITELL. It is indicated on the Program Selection side of the form is to be returned to the ESL teacher on the day of the scheduled Parent Orientation. If a parent does not attend the Parent Orientation, the ESL Teacher or a staff member who is fluent in the parent's native language contacts the parent by phone in order to schedule a make-up session. Since PS 25 has a Transitional Bilingual Education program, students whose parents do not return the form are placed in our Transitional Bilingual program until a make-up session can be scheduled and the parent can make an informed decision about program choice. Again, all oral and written information at the make-up session will be made available in the parent's language of choice as indicated on the Parent Information section of the HLIS. Staff fluent in the parent's native language will assist in interpretation. For newly enrolled students, the original HLIS is included in the child's cumulative record folder, and a copy is kept on file in the Main Office. If a student is identified as an ELL based upon his or her NYSITELL score, a copy of the HLIS is also kept on file in the ESL Compliance Binder in the ESL Room. The ATS accounting secretary also ensures that the original HLIS of all transfer students is requested from the child's previous school and is placed in each child's cumulative record folder. Parents of students who are entitled based on NYSESLAT results will be given a Continued Entitlement Letter. In addition, parents of students who scored at or above proficiency on the NYSITELL will be given a Non Entitlement letter. Parents of students who scored at or above proficiency level on NYSESLAT will be given a Non Entitlement. All parent letters are filed and kept in folders by the ESL teacher.

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 are notified by the ESL teacher via phone, letter or appointments that are given to meet one on one with the ESL teacher. We also inform the parent during the ELL orientation sessions provided. The correspondence is provided in English and home language as needed. Any correspondence copies are kept by the ESL teacher. We do not have students age 18+.

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.

In an effort to ensure that parents are well aware of the different programs and choices available at P.S. 25, the Bilingual Coordinator/ESL Teacher in collaboration with the Parent Coordinator, administrators and teachers, conduct Parent Orientation sessions within 10 days of student registration throughout the school year. The sessions are offered at different times of the day to accommodate working parents. At these sessions, parents are informed about the the three ELL programs by viewing the DOE ELL Parent Orientation Video. This video informs parents about the instructional programs available to English Language Learners. The Bilingual Coordinator in collaboration with the Parent Coordinator, and teachers distribute and discuss the ELL Parent brochure. Parents are provided brochures in English and/or with translated materials if they speak a language other than English. A parent survey and program selection form is distributed. Parents are encouraged to complete the form at the school in order to ensure their child receives entitled services as soon as possible. The Parent survey and selection forms are reviewed, copies are maintained, in addition to all ELL parent letters by Ms. Garcia our ESL teacher. As a follow-up, we contact parents who do not attend orientation, informing them of their child's entitlement to ELL services and invite them to a Parent Orientation session. This information is sent via postal mail to the parents whom we have been unable to reach via telephone. They are then given the opportunity to meet with the ESL service provider to discuss concerns, questions, or issues they may have concerning the programs described to them on the video viewed during the orientation session. Once a selection has been made by the parent, the school will place the student in the selected program.

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.

Parents are given the Parent Surveys and selection forms during the ELL Orientation session and are required to complete it at that time. We will schedule appointments for parents to come into the school for a one on one ELL orientation meeting at their convenience to ensure the forms are completed.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. An invitation is made continuously via mail and phone calls to get the parent to come into the school. We will also send it home with the student along with DOE resources describing the programs and ask that they complete it and return with the student.
9. Describe how your school ensures that placement parent notification letters are distributed. Placement letters are sent to the parents via mail, and a copy is also sent home with their child to ensure parent receives the letter.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All copies of ELL documentation is kept in binders and securely stored by the ESL teacher. Originals are placed in student's cumulative folder. There are also copies kept in a file in the main office.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

All entitled students are assessed yearly; for students with disabilities test modifications are closely adhered to and special locations are provided. Individual testing is done in the school library in a small group setting without interruption to ensure that students are given the time they need to complete assessment.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Based on NYSESLAT results, the school informs parents about continued ELL entitlement and transitional support via an informational meeting, and via mail/or phone call. The ESL teacher is also available on Tuesday's during parent/teacher conferences and workshop sessions, from 2:45-3:25 to answer any questions, concerns. She is able to distribute notification letters and speak about programs and entitlement.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

The trend in program choices for the past few years has been that majority of the parents choose the TBE program across grades K-5. We do not have a Dual language program as we have much movement/transient population. Students do not come in prepared with the skills they need to succeed in a Dual language setting. In mono-lingual classroom a push-in or pull-out program is used depending on the needs of our students.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.

Our school offers a Freestanding ENL program. Students in our ENL program receive all instruction in English. The number of ENL instructional units that a student receives is determined by the student English language proficiency levels, (as determined by the NYSITELL or NYSESLAT scores.) These services are provided through two different instructional models:

 1. Push in model: The ENL teacher works with ELL's during content area instruction in collaboration with classroom teachers to provide language acquisition and vocabulary support, while retaining their content instructional time period.
 2. Pull out model: Students are grouped by grade and proficiency levels. The number of units that students receive is determined by their proficiency level. ENL instruction is intensive and depending on the group being seen the ENL provider uses the BICS (basic) or CALP (academic) approach. The ENL provider uses integrated content based thematic units to support and develop language through the content area. The technique focuses not only on learning a second

language,

but on using the language as a medium to learn math, science, social studies or other academic subjects.

b. TBE program. *If applicable.*

Students in TBE programs learn language most effectively when they are able to transfer the knowledge they have in the language most familiar to them. Therefore, our Transitional Bilingual Program is designed so that our students develop comprehension and conceptual skills in their native language as they learn English in a risk free environment. The program includes an ENL component intended to develop skills in speaking, listening, reading and writing through the content areas, in order to develop and enhance communication skills.

The TBE programs main objective is to provide grade level academic content to develop conceptual understanding and comprehension strategies that will prepare ELLs to become critical thinkers, problem solvers and in turn be able to communicate and perform academically in two languages. The students in TBE classes receive their ENL/HLA instruction component from their classroom teachers. As an instructional support, Ms. Garcia, the ESL teacher pushes into the TBE integrated classes to provide additional ENL content area support in science and project based learning. These services are provided through two different instructional models intended to develop skills in reading, writing, listening and speaking with an emphasis on language acquisition. The ESL provider meets regularly with all Bilingual teachers to articulate and provide appropriate instructional ENL methodologies and strategies that support teacher instructional needs as well as those of their students. These sessions provide teachers with hands on content based lessons/tasks and activities that develop oral language, critical thinking, reading, writing, listening and speaking skills from which all our students benefit.

c. DL program. *If applicable.*

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)?

Our ELLs are serviced through a combination of Pull Out and Push In services. The number of instructional units that an ELL

student receives is determined by student proficiency levels based on the NYSITEL or NYSESLAT scores. Entering/Emerging level students receive 360 minutes a week of ENL instruction as per CR Part 154 via a push in or pull out program by the ESL teacher, Ms. Garcia. Transitioning/Expanding level ELLs receive 180 minutes a week of ENL instruction as per CR Part 154. The students in TBE classes are integrated and receive math in HLA and social studies in ELN instruction component from their classroom teacher. The amount of minutes of ENL/HLA/ELA depend on student proficiency levels and determine what subjects to teach

in either language. To ensure curricular alignment bilingual teachers focus on English language acquisition and comprehension strategies. This provides students the opportunity to obtain the additional academic content language they need and ensures that they meet/and or exceed New York State CCLS Standards.

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.

The ENL provider works in collaboration with TBE classroom teachers to develop a plan of instruction to service the students and meet their linguistic needs. One of the initiatives of the school is to incorporate technology into content areas. Ms. Garcia the ESL teacher has implemented a two tier program using "STEM" science and social studies exploratory learning. One tier incorporates LAP tops/iPads, allowing the students to work independently at their own level on one of the pre-assigned activities within the software. The ENL teacher determines the activity based on student proficiency level, ability and need. The second tier is a push-in model in collaboration with three teachers: the technology teacher, the classroom teacher, and science teacher. There is much collaboration with regular classroom teachers to provide language acquisition and vocabulary support as it pertains to the content area being taught. Through rigorous instruction in the content areas students are exposed to academic vocabulary that takes them from their comfort zone to more challenging learning experiences.

The TBE program provide academic content area instruction in English using ESL methodologies and strategies such as, scaffolding, modeling, questioning that support comprehension skills through an array of hands on lessons and activities to assist students to achieve the state designed level of English proficiency for their grade by providing curriculum that addresses all modalities and language needs either in Spanish or English depending on needs(HLA/NLA). To help ELLs meet and/or exceed New York State ELA Standards as measured by interim assessments, teacher created assessments and/or city and state standardized assessment.

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

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

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

Examination of students' results in the four modalities as assessed by the NYSITEL/NYSESLAT indicate that the area of least proficiency for ELLs receiving 4-6 years of service is in reading and writing. Targeted instruction in these areas will be delivered to these students. The ESL teacher and classroom teachers work in collaboration with AIS/RTI support staff and related service providers to improve ELL progress in reading and writing by developing individual goals for each of these students, based on analysis of performance on the NYSITEL/NYSESLAT, classroom quick writes, and ELA/Math state assessment. Both the ESL teacher and classroom teachers provide differentiated instruction designed to enable each student to achieve individual goals related to academics, language, reading and writing by working in small groups that target the different modalities based on need and student ability.

6. How do you differentiate instruction for 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

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

a. Currently we are not servicing any SIFE students. In the event that we need to service to a SIFE student, the student will be assessed and provided with the required ENL instruction in addition to any other intervention services found necessary. Additional services may include one on one tutoring, Academic Intervention Services, Extended Day program, parent support workshops or other available support services. Additionally, the ESL Teacher, classroom teachers, AIS teachers, and/or related service providers collaborate to develop a differentiated instructional plan to ensure that the academic and language learning needs, as well as any additional special needs, of all SIFE students are addressed

b. Newcomers receive targeted, differentiated instruction in the four modalities through Push In and Pull Out services, as we benefit from collaboration among the ESL teacher, classroom teachers, RTI/AIS teachers, and related service providers to ensure that the academic, linguistic, and other special needs are addressed. Newcomers who are in the testing grades receive additional academic and linguistic support through participation intervention services available at the school such as our after school program, Academic Intervention Services, "ASPIRA" after school Enrichment Program which offers tutoring and literacy through the arts with a focus on comprehension, and Saturday Academy for Literacy and Math.

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

d. We are currently not servicing any long term ELLs. Instead we are targeting and monitoring those students with 5 years in the ENL program. These students will be provided with the required amount of ENL instructional minutes based upon proficiency level as determined by NYSESLAT; in addition to other intervention services which may include one on one tutoring through the Academic Interventions Services and after school program geared to literacy and math instruction.

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.

Paste response to questions here:

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?

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

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?

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

Chart

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*
TOTAL	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 Dually 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(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. 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.

Chart

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 Dually 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.

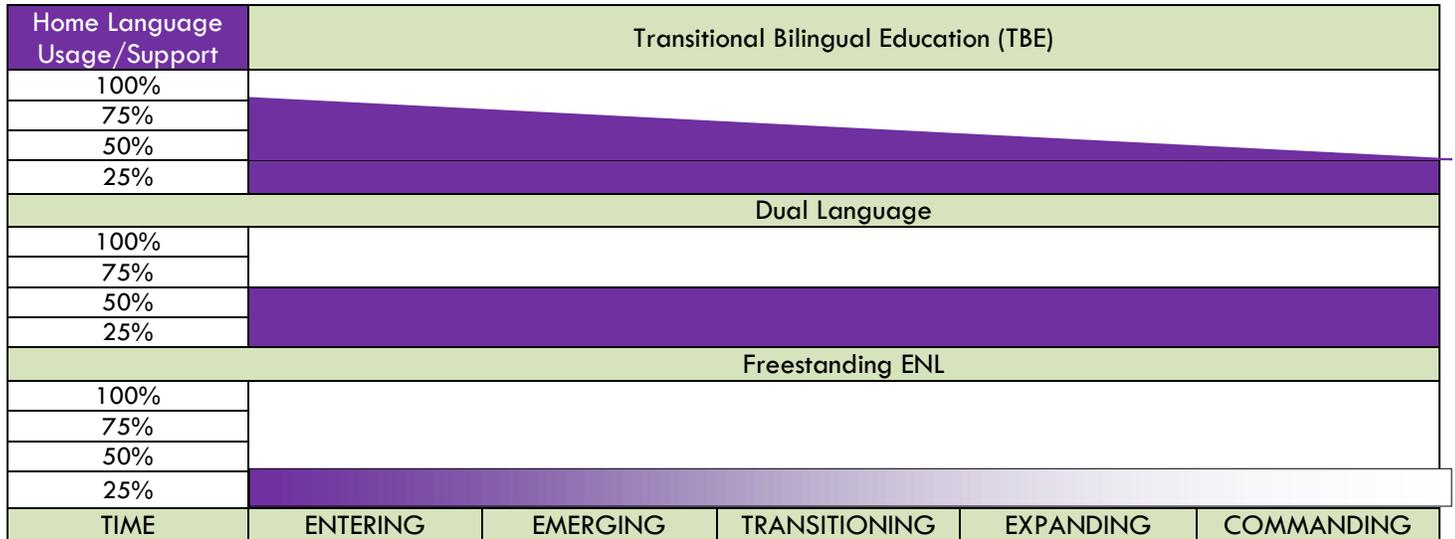


*Note “other approved services” does not apply to New York City at this time.

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.
PS 25 offers a range of intervention services in ELA and Math. Classroom teachers support ELLs and SWD students in need of academic support during RTI/AIS, after school programs for literacy and math. All of these services are provided to ELLs/SWD and are offered in English and Spanish depending on student proficiency levels.
Additionally, all students at PS 25 are seen by instructional specialists based on their area of need. Parent support workshops are also offered periodically, at which interpretation and translation services are available to ensure that parents receive all oral and written information in their language of choice. All ELLs in need of intervention may participate in any or all of these available services. Newcomers, ELLs and SWD ELLs will be recommended based upon individual needs.
All ELLs and former ELLs may participate in all before-and after-school programs and supplemental services, as well as in "ASPIRA" an after school enrichment program and Saturday Literacy and Math Academy. All school bulletins, calendars, notices and permission forms, including those that pertain to school programs, are distributed in English as well as in the native language of our ELL families; this ensures that equal access to all school programs is afforded to our ELL population and that their full participation in such school programs is encouraged and supported by all school staff and home.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our current program addresses the need of all our ELL and SWD students by targeting specific areas of need and providing intensive support through guided reading, teacher-student conferences, small group strategy lessons, where students are given the opportunity to work in triads in order to have rich book discussions, create questions that are aligned to the CCLS. This model is used to support all content areas with service providers available to facilitate and monitor student learning and progress
12. What new programs or improvements will be considered for the upcoming school year?
Inquiry learning clubs will be offered to all ELL students in cycles. Specialty teachers will create units that cover many different topics of interest, yet are based on all content areas. A hands on approach to learning will be used; while still addressing the four modalities, speaking, listening, reading and writing. Technology will play a big role in these clubs as we now have a schoolwide grant from "APPLE"
13. What programs/services for ELLs will be discontinued and why?
Dual Language Program was discontinued based on our transient population.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All ELLs and former ELLs may participate in all before and after school programs and supplemental services which include; "ASPIRA" after school enrichment program and Saturday Literacy and Math Academy. A
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.
Materials in the students' native languages such as bilingual books, dictionaries, content area glossaries, and Leveled Libraries are utilized in the ENL classroom. Students also have access to a variety of online resources in the native languages of our students. Such online resources include Tumblebook Online Read Aloud Books in Spanish (<http://www.tumblebooks.com>), International Children's Digital Library with texts available in 50 languages (<http://en.childrenslibrary.org/index.shtml>), and world language dictionary websites such as WordReference.com (<http://www.wordreference.com>) and Merriam Webster Online (<http://www.merriam-webster.com>). These resources are integrated into the ESL program in order to provide the 25% of mandated Native Language support. We also have IReady accounts for our TBE /SWD students; IReady, is a reading program that assesses for student levels, tracks and monitors progress and provides teachers with data specific to individual learning needs of all their students for reading. Students are able to monitor their own progress as they complete reading passages based on their level. They are not allowed to move on until they successfully complete each level. This program can be used out of school and teachers can monitor the amount of time students enter to use the program at home.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
In addition to bilingual books, dictionaries and content area glossaries, ELL support in the native language is provided through the use of other materials such as Lakeshore Photo Card Libraries with captions in English and 14 other languages and access to a wide range of online resources in the native language of our students. Such online resources include Tumblebook Online Read Aloud Books in Spanish; (<http://www.tumblebooks.com>), International Children's Digital Library with texts available in 50 languages

(<http://en.childrenslibrary.org/index.shtml>), and world language dictionary websites such as WordReference.com

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Teachers who provide academic intervention services to ELLs consult with classroom teachers and the ESL teacher to ensure that all services and resources are appropriate for each student's individual age, grade level, ability, and linguistic learning needs. When appropriate, instruction is differentiated and resources are modified to meet the needs of all learners.
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).
In the event that the school is aware of an incoming ELL student prior to the beginning of the school year, opportunities such as parent workshops, school tours, program review, and access to supplemental materials appropriate for the child are made available to families. Oral and written information is always available in the parent's native language as well as English. The same support are offered to any new ELL entering throughout the school year. We also have a Web page that provides information on homework policies, after school programs, as well as samples of student work posted by our teachers. Involved in the are the school Guidance Counselor, the Parent Coordinator, the Technology Specialist, Science Specialist and the ENL teacher.
19. What language electives are offered to ELLs?
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)?

NOT APPLICABLE:

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.)
Our ELL teachers will be thoughtfully engaged in learning cycles where they will share impactful practices that support instruction. Areas of focus will be, designing coherent instruction for ELLs using assessment data to support instruction, planning and small differentiated groups, as well as using the environment as a learning tool (footprints of learning). This cyclical learning shows improvement in student achievement and teacher practice.
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?
On-site professional learning is also provided by our "Generation Ready" consultant who engages teachers in LAB sites, provides instructional support through lesson planning, looking at common core standards in order to support instruction, modeling and demo lessons. Teachers are allotted time to meet with her for feedback and any other professional/instructional needs they might have. We firmly believe that all children can learn regardless of place of origin and language, we also believe that they can meet or exceed standards. Always keeping that vision in mind, our language acquisition programs will provide efficient, effective, rigorous, and comprehensive pedagogical structure and processes that will ensure that all ELL students develop the interpersonal communication skills and cognitive academic language necessary to succeed.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Ensuring academic rigor in our students who are moving onto to middle school is done through exploratory hands on learning. Teachers and students are motivated to work with media. Students demonstrate measurable exit product development, demonstrations and exhibits. Teachers learn to give feedback based on project specific rubric at the beginning, middle and end of projects. Students and teachers demonstrate technical/digital proficiency students for research purposes and teachers for classroom instruction.
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.
Professional development provided is tiered and tailored to individual groups of TBE/ELL teachers; these tiered sessions will guide educators through a continuous lifelong learning process. Professional Learning is based on teacher surveys that identify targeted areas and specific learning goals. Professional Learning sessions will effectively support and impact our ELL population and TBE programs. Data is reviewed in collaborative teams and used to identify individual student needs. Units of study and quick writes and unit assessments are created, modified and translated for beginning and entering ELLs. Teachers are supported with lesson planning and preparation of instruction that is targeted to learning modalities. Small groups are created based on assessment in order to support differentiated instruction. Small group instruction, and conferring with students allows teachers to continuously revise, refine and modify instruction and practices. This year we are implementing a schoolwide initiative that involves a coherent and cohesive way of recording conferences with students. Teachers are given common planning time where they collaborate and analyze student work from ELL interim/periodic assessments and other assessments throughout the year; this practice in turn enables us to track/monitor progress for our ELL population, in order to set specific-strategic individual/group learning goals. Our UFT Teacher Center Instructional Specialist /ESL Teacher further develops our ELL/ENL teachers, using resources geared to ESL methodologies, and strategies to strengthen comprehension. She strives and urges teachers to create rigorous learning environments that focus on academic achievement, language and social development through the use of research based instructional methods in reading, writing, speaking and listening and cultural awareness. The ESL teacher, provides annual professional development to all personnel providing instruction and other support services to ELLs in order to enhance their appreciation for students' native languages, cultures and their ability to provide appropriate instruction and support services. She ensures that our staff understands the provisions based on CR Part 154, which include time requirements based on levels (Beginners, Entering, Transitioning, Expanding and Commanding). Teachers understand that ESL is a required subject matter and not a support service. To further enhance the growth of ELLs in literacy, our teachers follow a monthly calendar clearly guiding the student's focus in reading and writing, this is complemented by our "Skill in Focus" guide that provides the weekly skill to develop learning of literacy process skills and strategies. The focus areas include main idea, identifying details, comparing and contrasting, brainstorming, scaffolding, previewing, predicting outcomes, characterization, author's purpose, context clues, multiple-meaning words and summarizing. The "Skill in Focus" is not only implemented by classroom teachers, it is also reinforced and used by push-in teachers who offer support during RTI forsen time, using comprehension strategies and specific process skills. This model is also used during after school time, where students are given the opportunity to engage in oral discourse through read-alouds that support authentic accountable book talk which enhance oral language and listening development. During the after school

program class room teachers work on small group strategy lessons or guided reading groups to target specific skills and work on comprehension. Students are walked through and taught to use the writing process to produce standard bearing unit pieces as they follow the steps within the writing process. They learn to develop as writers, use rubrics to support their work and most of all they learn to write for many different purposes using a variety of genres. In addition, we also provide the following literacy-based enrichment professional development in the following areas

Professional Development Schoolwide initiatives:

- Literature Circles/Book Club: for students on the "Expanding and Commanding" proficiency level

- Technology "APPLE GRANT" all teachers ELL and TBE (schoolwide)

- Media (using it as a resource to support student learning and instruction) RTI, ELLs and TBE

- Writing in different genres (ELL's) and TBE as well as monolingual students

- "STEM"Science: TBE, ELLs, monolingual

- Math integrating all content comprehensible strategies in content areas

Professional Development Schedule:

15% total hours ELL-specific Prof. Learning all teachers

50% total hours ELL-specific Prof. Learning TBE teachers and ENL/ESL teachers

October: Distinguishing language acquisition from learning disabilities (all teachers)

November: Supporting ELLs' achievement: oral Language Unpacked (TBE, ENL and ESL teachers)

December: Incorporating ESL strategies into classroom instruction (all teachers)

January: Scaffolding and text Complexity (all teachers)

February: Vocabulary Unpacked and Academic Language (all teachers)

March: Strategies for preparing ELLs' for State exams: ELA, STM, NYSESLAT (TBE, ENL and ESL teachers)

April: Making content comprehensible strategies: listening, speaking, reading and writing (all teachers)

May: Language objectives supported by lesson delivery (TBE, ENL and ESL teachers)

June: Strategies for assisting ELLs in maintaining progress throughout the summer break (Parents of ELLs will also be encouraged to attend this session) (TBE, ENL and ESL teachers)

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?

The parents of Ells' are informed through school calendars where the units of study for the month are shared in English and Spanish. Progress reports are given to parents three times a year. Teachers are available to meet with parents during Tuesday teacher parent conferences from 2:45-3:25, during these parent conferences the teachers are able to tell parents of specific learning goals

for language development. The ESL teacher who speaks Spanish is available to answer any questions parents might have regarding their child's proficiency level and the progress they are making. Teachers are able to share student work at this time and decide along with the parent how support can be given at home. Assessment data results are shared with parents during these sessions.

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.

The teachers keep a log of the phone calls they have made to parents. They also have agendas of the work-sessions they provide for parents in the grade. The teachers have sign in sheets for the Tuesday parent/teacher conferences. If necessary the Guidance Counselor does home visits/out reach to ensure parental needs are accommodated

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. ELL parents are active participants in many of the offered work-sessions and activities used to promote parent involvement at PS 25.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The Parent Coordinator reaches out to Lincoln hospital for health workshops, eye clinics, and dental care as well as other agencies.
5. How do you evaluate the needs of the parents?

Parent needs are evaluated through utilizing the Learning Environment Surveys, which are offered in English as well as the home language. The school also has a survey that offers parents choice of topics, themes and or activities from which to choose from. These surveys are then used to provide parents with the choices and request best geared to their specific needs.

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

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

- Monthly "First Friday~Second Cup of Coffee": Parents are provided with strategies to use while reading with their child in class during independent reading time.
- Teachers meet with parents on Tuesdays from 2:45-3:25-For issues and concerns they may have about their child; Every other Tuesday teachers prepare informative learning sessions based on different content areas or context in order to support the home school connection. (ELA, Math, Reading, Writing, New Units of studies etc)
- Provide parents with materials and strategies during workshops to support learning at home (Literacy-Math)
- Have bilingual personnel available to ease parents concerns and to facilitate communication with parents
- Family night is provided by the Parent Coordinator who plans activities such as; literacy bingo, special presentations provided for free through story telling/puppets, movie night and many other activities.
- Special weekend school functions that involve both community and parents such as a Health Carnival provided by the different agencies in the area.
- Provide opportunities for parents to engage in their own personal learning that promotes motivation for all in the household through ESL classes Parent volunteer program

D. Additional Information

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

Paste response here:

School Name: PS 25 **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)
Carmen Toledo	Principal		10/22/15
Emelia Acabeo	Assistant Principal		10/22/15
Dorothy Gutierrez	Parent Coordinator		10/22/15
Jackie Garcia	ENL/Bilingual Teacher		10/22/15
	Parent		
Erly Pena	Teacher/Subject Area		10/22/15
	Teacher/Subject Area		
Mario Varuzza	Coach		10/22/15
	Coach		
Martha Cruz	School Counselor		10/22/15
	Superintendent		
	Borough Field Support Center Staff Member _____		
Therese Ebblewhite	Other <u>Consultant Gen Ready</u>		10/22/15
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **07X025** School Name: **Bilingual School**
Superintendent: **Elisa Alvarez**

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.learn DOE.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.

At registration, all parents are given the Home Language Identification Survey. The parent may select to complete the form in either English or their native language. An ESL teacher and Parent Coordinator are present to explain purpose of the HLIS to the parent. If necessary, school staff fluent in the parent's native language are available to assist in interpretation, or the DOE Over-the-Phone Interpretation Service may be utilized. In Section 3 of the HLIS, the parent indicates the language(s) that s/he would like to communicate both orally and in writing with school staff. The ESL teacher uses data obtained from Section 3 of the HLIS in order to pre-assess which language(s) will be needed for the current school year. The ESL teacher then updates the record of parent language preferences, which is maintained and continually updated by the ESL teacher throughout the school year. Primary language information is shared with the administration, Parent Coordinator, School Leadership Team, and Pupil Accounting secretary. Classroom teachers of students whose parents have selected to communicate in another language are notified. The ESL teacher is responsible for providing translated school notices and forms, as well as arranging for any interpretation services that may be required at, face-to-face meetings, Parent Teacher Conferences and IEP meetings. At registration, parents are given the HLIS in the parent's language of choice. The ESL teacher is present to explain the HLIS to the parent. The ESL teacher conducts an informal oral interview with the child in English or the home language to identify those students who may be eligible for NYSITELL testing. Staff who are fluent in the family's native language are also present to conduct an informal interview with the parent in their native language. If necessary, the school will utilize the DOE Over-the-Phone Interpretation services to facilitate this process. The parent then completes the HLIS form. Through this process, the ESL teacher is able to identify those children who are eligible for NYSITELL testing. Next, the ESL teacher individually administers the NYSITELL to students who are eligible for NYSITELL testing within the first ten days of enrollment. Students who are Spanish dominant and do not score proficient on the english NYSITELL

are then administered the Spanish LAB-R within the first ten days of enrollment. In the event that the ESL teacher is unavailable to conduct the initial screening, administer the HLIS, and/or administer the NYSITELL and/or Spanish LAB-R, a trained pedagogue such as the Assistant Principal may complete the ELL identification process described above within the first ten days of enrollment. During this time the emergency contact card is given to parents, a staff member helps parents complete the card, lunch forms and surveys in their preferred native language during the registration process. The ESL teacher and the Pupil Account secretary are responsible for securing all documents related to placement ELL students. PS 25 also informs parents of the schools academic expectations, school-wide goals for all content areas, as well as the units of study that are done monthly for math and literacy, assessments specifically the NYSESLAT and ways they can support their child during the school year.

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.

At the beginning of the school year a survey is provided to assess and identify the amount of parents who are in need of translation services. The survey's collected were reviewed and showed that approximately 90% of our parents need oral interpretations and written translations in Spanish. The monthly school newsletter-calendar provides parents with educational information, after school program schedules and school-wide special events. Parents are satisfied with the written translations/interpretations provided for them. During faculty conferences our staff is reminded that all information or notices to parents must be translated into both English and Spanish. Staff is reminded that all notices must be approved by the Principal. Support is provided to those teachers who are not Spanish dominant. The ESL teacher maintains, revises and updates records of parent selected languages. This information is continuously shared with the administration, Parent Coordinator, School Leadership Team, and Pupil Accounting secretary. Classroom teachers of students whose parents have selected to communicate in another language are notified and supported.

Part B: 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.)

The documents translated or updated every year are:

1. Parent Handbook- Reviewed for any new initiatives City. State or Schoolwide
2. Progress reports are updated and translated
3. IEP documents that must be given and explained to parents in their native language
4. Communications from teachers to parents are translatedn (trip information, letters)
5. Parent/teacher announcements are translated into spanish or any other translations
6. Parent volunteers provide translations of all Parent Association meetings. Most materials provided at

workshops is translated into Spanish.

7. ASPIRA after school tutoring program sends notifications in Spanish and has personnel available to parents

8. Parents are informed of NYS testing dates in language of their choice

9. Communication for inhouse after school Literacy and Math program are sent in native language

10. Saturday Academy notifications is posted in English and Spanish. Letters sent home in both languages.

11. A general overview of curriculum is provided to parents in their native language of choice. The principal sends letters home informing parents of schoolwide initiatives as well as the expectations.

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 now invited four times a year to meet formally with their child's teacher (September/curriculum night, November/parent-teacher, March/parent-teacher, and May/parent-teacher). Teachers are now available to parents every Tuesday from 2:45-3:25; during these meetings teachers address learning goals, expectations, data, behavior/homework and other areas. The teachers also provide work-sessions that provide parents with support on how to help students at home, these sessions are based on targeted needs found throughout all grades. The guidance counselors reach out to parents via phone call or home visits if necessary. They make appointments to meet one on one with parents as much as possible.

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.

Oral interpretations at meetings and workshops are provided by in house staff. If workshops are conducted by non Spanish speaking personnel the Parent Coordinator, Assistant Principal or other school personnel are available to provide translation of the material presented. Parent volunteers provide oral interpretations at PA meetings. School staff or parent volunteers who are fluent in the native languages of our families are often available to assist in oral interpretation.

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.

In the event that a staff member or parent volunteer is not available to translate, the school utilizes the DOE Over-the-Phone Interpretation Services available through the Translation and Interpretation Unit at 718.752.7373 ext. 4. If necessary, the school will apply its translation/interpretation funding allocations in

order to contract LIS to cover interpretation needs.
In the event that interpretation services are required for on-site central events in which the parents of ELLs are participating, the ESL teacher will be responsible for completing and submitting Interpretation Request Forms to the DOE Translation and Interpretation Unit to translations@schools.nyc.gov...

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.)

School staff will be informed via email . The Language ID Guide will be kept in the IFT Teacher Center so staff can access it 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

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

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)

Our school uses DOE parents surveys as well as surveys provided in house to meet the needs of parents. The Parent Coordinator will assist parents with the surveys they must complete for the DOE. The ESL teacher collects the surveys given out by the school in order to target work-sessions for parents.