



**PS 25 – THE EUBIE BLAKE SCHOOL**

**2009-10**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: 16K025**  
**ADDRESS: 787 LAFAYETTE AVENUE BROOKLYN NY 11221**  
**TELEPHONE: (718) 574-2336**  
**FAX: (718) 455-5838**

**TABLE OF CONTENTS**

*As you develop your school’s CEP, this table of contents will be **automatically** updated to reflect the actual page numbers of each section and appendix.*

**SECTION I: SCHOOL INFORMATION PAGE ..... 3**

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE..... 4**

**SECTION III: SCHOOL PROFILE..... 5**

**Part A. Narrative Description ..... 5**

**Part B. School Demographics and Accountability Snapshot ..... 6**

**SECTION IV: NEEDS ASSESSMENT ..... 9**

**SECTION V: ANNUAL SCHOOL GOALS ..... 12**

**SECTION VI: ACTION PLAN ..... 13**

**REQUIRED APPENDICES TO THE CEP FOR 2009-2010..... 17**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM..... 17**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)..... 19**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION ..... 25**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS ..... 27**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT ..... 35**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)..... 36**

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS..... 37**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10..... 48**

**APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) ..... 49**

**SECTION I: SCHOOL INFORMATION PAGE**

SCHOOL NUMBER: PS 25 SCHOOL NAME: The Eubie Blake School

SCHOOL ADDRESS: 787 Lafayette Avenue

SCHOOL TELEPHONE: (718) 574-2336 FAX: (718) 455-5838

SCHOOL CONTACT PERSON: Anita Coley EMAIL ADDRESS: [acoley2@schools.nyc.gov](mailto:acoley2@schools.nyc.gov)

**POSITION/TITLE**

**PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Denise Dowers

PRINCIPAL: Anita M. Coley

UFT CHAPTER LEADER: Wendy Walker-Wilson

PARENTS' ASSOCIATION PRESIDENT: Yvette Fullins

STUDENT REPRESENTATIVE:  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION**

DISTRICT: 16 SSO NAME: Community LSO 3

SSO NETWORK LEADER: Irma Marzan

SUPERINTENDENT: Evelyn Santiago

## SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Anita M. Coley	*Principal or Designee	
Wendy Walker-Wilson	*UFT Chapter Chairperson or Designee	
Yvette Fullins	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative	
Charmaine Noel	CBO Representative, if applicable	
Denise Dowers	Member/Staff (SLT Chair)	
Stephen Calvano	Member/Staff	
Joseph Nastasi	Member/Staff	
Joyce Satyanarayana	Member/Staff	
Charlene Steed-Borne	Member/Parent	
Durlisa Brown	Member/Parent	
Eleanor Whitaker	Member/Parent	
Wanda Sumpter	Member/Parent	

***Signatures of the members of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.***

- Core (mandatory) SLT members.

**NOTE: Additional Parent members are in the process of being recruited and elections held.**

## **SECTION III: SCHOOL PROFILE**

### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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#### **Vision:**

**To enable all of our students to become lifelong learners, responsible citizens and valuable and contributing members of the global community.**

#### **Mission:**

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

PS 25 The Eubie Blake School is a caring community in which our commitment to children and their development – academic, social, and emotional – drives the work of the school. We are committed to engaging children of diverse backgrounds in differentiated instruction based on interests and needs. We believe that ongoing assessment is crucial to teaching and learning. This is supported by an inquiry approach, in which staff works collaboratively to examine data and look for school-wide trends to be addressed, as well as ensuring that individual student's needs are recognized and accommodated. Our curriculum is guided by Resnick's Principals of Learning and the incorporation of ASCD's Habits of Mind. We continue our partnership with the National Urban Alliance, with which our staff trained to engage students using techniques and tools which will foster higher order thinking skills. While focusing on high academic achievement for all our students, we see our ultimate responsibility as preparing our students for life and the 21<sup>st</sup> Century skills needed for success.

Academic Intervention Services (AIS) is a major focus, targeting students in Grades Kindergarten through 5 who require additional academic assistance. In addition to academic interventions that are provided by classroom teachers and educational assistants, we have 5 full-time intervention teachers. Educational Assistants in early childhood classes provided AIS during the school day. Each Literacy AIS teacher has an area of expertise which includes: Read 180, Wilson's Foundations, and Reading Recovery. AIS teachers provide individual and small-group instruction with these programs. The math AIS teachers provide individual, small-group, and push-in instruction to supplement students who are struggling with EveryDay Mathematics. The math and literacy coaches provide additional support.

A major aspect of our vision of meeting the needs of the whole child is found in our extensive collaborations. We have a long-standing partnership with the Church Avenue Merchants Business Association (CAMBA) which provides after-school recreational services, as well and homework help. GED classes and a monthly Family Reading Night, in collaboration with PS 25, help to connect families to learning. CAMBA also provides art activities through the Brooklyn Arts Council, Global Arts to Go, and Marquis Studio, as well as other agencies. We have worked to bring creative services to our school in the form of ballroom dancing, and provide violin, which we will be expanding to lower grades, and recorder classes through a non-profit group, Music 144.

Partnership with Children (PWC), funded through the Robin Hood Foundation, is our on-site social services partner agency. PWC provides individual and small-group counseling, as well as therapeutic clubs.

Parent activities are scheduled monthly, along with a Family Movie Night, held bimonthly.

## **SECTION III – Cont’d**

### **Part B. School Demographics and Accountability Snapshot**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

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SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
<b>School Name:</b>	P.S. 025 Eubie Blake School								
<b>District:</b>	16	<b>DBN:</b>	16K025	<b>School BEDS Code:</b>	331600010025				
DEMOGRAPHICS									
Grades Served:	Pre-K	√	3	√	7		11		
	K	√	4	√	8		12		
	1	√	5	√	9		Ungraded	√	
	2	√	6		10				
<b>Enrollment</b>					<b>Attendance - % of days students attended:</b>				
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	31	31	32		89.8	90.4	TBD		
Kindergarten	40	54	47	<b>Student Stability - % of Enrollment:</b>					
Grade 1	60	43	52	(As of June 30)	2007-08	2008-09	2009-10		
Grade 2	50	58	50		85.5	85.4	TBD		
Grade 3	65	50	52	<b>Poverty Rate - % of Enrollment:</b>					
Grade 4	56	72	50	(As of October 31)	2007-08	2008-09	2009-10		
Grade 5	65	52	74		94.2	94.2	TBD		
Grade 6	0	0	0	<b>Students in Temporary Housing - Total Number:</b>					
Grade 7	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 8	0	0	0		13	86	TBD		
Grade 9	0	0	0	<b>Recent Immigrants - Total Number:</b>					
Grade 10	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		0	3	3		
Grade 12	0	0	0	<b>Special Education Enrollment:</b>					
Ungraded	0	0	7	(As of October 31)	2007-08	2008-09	2009-10		
Total	367	360	364						
<b>Special Education Enrollment:</b>					<b>Suspensions (OSYD Reporting) - Total Number:</b>				
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
# in Self-Contained Classes	15	24	28	Principal Suspensions	37	0	TBD		
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	11	4	TBD		
Number all others	12	15	14	<b>Special High School Programs - Total Number:</b>					
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2007-08	2008-09	2009-10		
<b>English Language Learners (ELL) Enrollment:</b>					CTE Program Participants	0	0	0	
(BESIS Survey)					Early College HS Program Participants	0	0	0	
(As of October 31)	2007-08	2008-09	2009-10	<b>Number of Staff - Includes all full-time staff:</b>					
# in Transitional Bilingual Classes	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
# in Dual Lang. Programs	0	0	0	Number of Teachers	42	37	TBD		
# receiving ESL services only	10	20	17						

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	1	3	Number of Administrators and Other Professionals	16	17	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	6	4	TBD
<b>Overage Students</b> (# entering students overage for grade)				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	83.3	83.8	TBD
				% more than 5 years teaching anywhere	57.1	56.8	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher	88.0	84.0	TBD
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	93.3	77.1	TBD
American Indian or Alaska Native	0.5	0.0	0.5				
Black or African American	84.5	81.9	76.6				
Hispanic or Latino	13.9	15.6	19.2				
Asian or Native Hawaiian/Other Pacific Isl.	0.5	0.6	0.5				
White			1.4				
<b>Male</b>	46.3	50.8	48.6				
<b>Female</b>	53.7	49.2	51.4				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:</b>							
	<b>Phase</b>			<b>Category</b>			
	In Good Standing (IGS)	√		Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	√			ELA:			
Math:	√			Math:			
Science:	√			Graduation Rate:			
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
<b>Student Groups</b>	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
<b>All Students</b>	√	√	√				
<b>Ethnicity</b>							
American Indian or Alaska Native	-	-					
Black or African American	√	√					
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-					
Multiracial							
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
<b>Student groups making AYP in each subject</b>	<b>3</b>	<b>3</b>	<b>1</b>				
<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>							
<b>Progress Report Results – 2008-09</b>				<b>Quality Review Results – 2008-09</b>			
<b>Overall Letter Grade:</b>	A			<b>Overall Evaluation:</b>	NR		
<b>Overall Score:</b>	73.1			<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>				Quality Statement 1: Gather Data			
School Environment:	6.8			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	16.7			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	45.1						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	4.5						
<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>			
√ = Made AYP				Δ = Underdeveloped			
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◊ = Outstanding			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** <a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a>							

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
  - What have been the greatest accomplishments over the last couple of years?
  - What are the most significant aids or barriers to the school's continuous improvement?
- 

PS 25 has worked hard to develop collaborations with outside agencies to bring supportive services to our students. We feel that this is a major strength of our school. We have developed relationships with off-site providers for services such as eye exams and glasses, as well as developed on-site providers such as mental health counseling and dental services. We have brought arts providers into the school as part of our programming.

In response to our School Quality Review Report for 2007, we focused on differentiated instruction over the past 2 school years. Our assistant principals were trained, and then they developed a program of professional development for teachers, specific to grade levels. We have used school-wide projects money to support a commitment to maintaining reduced class size. Our classes have been limited to 20 students in grades K – 3, and to 25 in grades 4 and 5. We feel that these efforts have helped to enable teachers to develop differentiated instruction in the classroom and improve general instruction over the past year.

A major accomplishment has been our improvement in NYS Math Test scores over the past 3 years. We have succeeded in increasing achievement in math from 25.8% in 2006, to 61.4% in 2007, 77.4% in 2008 and in 2009 81% of students were performing at or above grade level on the NYS Math Test. Although there has been progress, it has not kept pace with recent progress in scores on the ELA test.

Since 2003, we have been identified as SINI, and we have just recently achieved 'Good Standing' status, for English Language Arts. The past 4 years we made substantial gains overall (Level 3 & 4 – 2006: 19.5%, 2007: 29.0%, 2008: 48.9, 2009: 61.4%) particularly with students moving from Level 2 to Level 3, on the New York State ELA test. However, students who had scored at Level 3 or Level 4 in the previous year did not show as strong a gain in their performance levels, with a number showing negative movement (Gains Report data). Examination of recent data lead us to understand that we must revise our thinking in order to address the needs of our students who have been performing at or close to Level 3 in order to continue growth. Additionally, our Inquiry Team work has identified specific target areas that affect our students' abilities to go farther.

Despite substantial average gains in ELA, our third grade has not shown expected progress. Discussions with 3<sup>rd</sup> grade teachers revealed a disparity between 2<sup>nd</sup> grade end-year assessments and student performance as they enter 3<sup>rd</sup> grade.

Review of submitted end-year formative assessment data shows 63.1% of students in grades K-2 reading on grade level, however, classroom observation and direct informal work with students indicates that many students are not performing at these levels on a day-to-day basis. Students often demonstrate alphabetic and phonetic knowledge but are not showing corresponding comprehension skills on grade level.

PS 25 has made inroads in the regular use of assessment data. Monthly grade-level data meetings are used to collect information on student progress and assessment. Students are assigned Acuity Instructional Resources and teachers are encouraged to examine reports. Teachers are encouraged to become familiar with ARIS and the resources available there. Some teachers at our school have taken readily to this, and frequently refer back to the data being used to inform classroom practice. For other teachers, this is a challenge, particularly in the application of data in instructional planning and practice. While teachers are aware of and recognize the importance of the data, this is not always shown in planning, nor in a substantive way in the classroom.

The past year showed a drop in measures of parent involvement, with the lack of an active PTA for most of the year. Parents turned out for 'Back to School' night and Parent-Teacher Conference days, but the combined lack of parent support for a PTA and difficulties in maintaining parent representation on the School Leadership Team are indicators of a need to improve general parent involvement and participation. Analysis of the School Learning Environment Survey showed drops in two areas: Engagement (from 7.3 in 2007-08 to 6.8 in 2008-09) and Communication (from 7.1 in 2007-08 to 6.4 in 2008-09). This is an indicator of parents' perception of the parent-school relationship.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

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Based on the needs of PS 25, four goals have been set for the school year 2009-2010. They are as follows:

1. **By June 2010, 50% of classroom teachers will have a working knowledge of ARIS and be able to use the data to make instructional decisions.** Although there have been monthly grade-level data meetings for the past 2 years, the use of this data, and new uses as they have been developed, are not evidenced in all classrooms. It is necessary for teachers to know how to access and apply the data for their classroom practice in order to ensure congruity between the instructional implications of the data and what is being addressed on a day-to-day basis.
2. **By May 2010, the percentage of students making a year's progress on the New York State Math Test will increase by 3%.** Although PS 25 has achieved a fairly high number of students testing at levels 3 and 4, the progress that is being made on that assessment is not equal to that of progress on the NYS ELA test.
3. **By June 2010, the number of students in grades K – 2 who are reading independently on grade level will be increased by 3%.** In order to demonstrate school improvement, we must assure that improvement is evident throughout all grades,
4. **By June 2010, there will be an increase in parent involvement at PS 25, as evidenced by a 3% increase in PTA meeting attendance and a 3% increase in workshop participation.** This area shows an ongoing need and as well an ongoing commitment to improvement.

1. **SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2010, 50% of classroom teachers will have a working knowledge of ARIS and be able to use the data to make instructional decisions.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>The Data Specialist will spearhead training in ARIS and Acuity for new teachers and others in need of support. This will be done by monthly professional development workshops during which teachers will be relieved of their classroom duties, and at monthly grade-level data meetings. Targeted teachers will receive 1-1 support in and out of the classroom, as well as ongoing support offered to all teachers. The Data Specialist and Literacy and Math Coaches will meet with teachers to guide the analysis and interpretation of data and its application to everyday instruction.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>The Data Specialist, Math Coach, Literacy Coach, and Administrators will be responsible for implementing the plan. Teachers will be relieved from classroom duties for training. Funding will be provided by school-wide Title I funds, including Title I Professional Development set-aside funds, and Fair Student Funding.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Progress will be determined by ongoing formal and informal observation of teachers, reviews of Data Binders and student Action Plans, and classroom differentiation of instruction. Teachers will report on their class's ARIS data at monthly grade-level data meetings. In April 2010, teachers will be surveyed to self-assess their progress, which will be repeated in June 2010 for comparison and determination of gains.</p>

**1. SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** Mathematics

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By May 2010, the percentage of students making a year’s progress on the New York State Math Test will increase by 3%.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Students will be offered a range of supplemental activities. Activities will include differentiated classroom instruction and small group academic intervention. January 2010 – May 2010 students will be offered an after-school study program directed at improving student progress on the NYS Math Test. Students will be assessed monthly and instructional approaches modified as needed. Activities will be provided October 2009 – May 2010</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Classroom teachers, Math Coach, AIS teachers, and administrators will provide instruction and support. The math coach will work with the teachers on differentiating instruction and best practices. Activities will be provided October 2009 – May 2010. Funding will be provided by school-wide Title I funds, and Fair Student Funding.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Progress of targeted students will be regularly monitored, and progress assessed on a monthly basis. EverydayMath unit tests and Acuity assessments will be used as markers of progress.</p>

**1. SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** ELA, Early Childhood

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2010, the number of students in grades K – 2 who are reading independently on grade level will be increased by 3%.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Students in grades Kindergarten – 2 will be initially assessed using the Fountas and Pinnell leveling system. Students who are below benchmark reading levels will be provided Tier I intervention through differentiated classroom instruction, including small group instruction by paraprofessionals, or Tier II Academic Intervention Services, as needed. Teachers will be retrained in the administration of reading record assessments using Fountas and Pinnell standards. “Progress Monitoring” in conjunction with the Reading First program will be rigorously maintained. Services will operate from the perspective of Response to Intervention (RTI) in order to ensure that effective instruction is being provided. Staff responsible will be classroom teachers, paraprofessionals, AIS teachers, literacy coach and administrators. Additional support will be provided by ongoing professional development facilitated by the Community Learning Support Organization (CLSO).</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Most staff will be in-house, with the exception of the CLSO staff developer, who is part of a contracted service. Funding will be provided by school-wide Title I funds, including Title I Professional Development set-aside funds, and Fair Student Funding.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Students will be assessed monthly using the Fountas and Pinnell leveling system. Administrators will collect data and address children’s needs as they appear. Students will be assessed for benchmark progress on this and other assessments 4 times a year. Students will receive “Progress Monitoring” with the DIBELS assessment on a weekly basis.</p>

**1. SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** Parent Involvement

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2010, there will be an increase in parent involvement at PS 25, as evidenced by a 3% increase in PTA meeting attendance and a 3% increase in workshop participation.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Recruit and invite parents and community organizations to attend monthly meetings, workshops and conferences. Plan and design relevant workshops and informational meetings. Invite guest speakers and service providers to address the needs of the parents and community. Work with parents to support the establishment of an active PTA. Parent workshops will be provided by our on-site social services partner, Partnership with Children. Activities will occur on a monthly basis, November 2009 – June 2010.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Staffing will be provided by Partnership with Children social workers, school Guidance Counselors, Parent Coordinator and liaison, administrators, regional Parent Support staff, and teachers. Primary funding will be provided by school-wide Title I funds, including Title I Parent Involvement set-aside funds. Partnership with Children is grant-funded by the Robin Hood Foundation.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Indicators of progress will include the following:</p> <ul style="list-style-type: none"> <li>• The establishment of an active PTA</li> <li>• 3% increase in PTA meeting attendance, evidenced by sign-in sheets</li> <li>• 3% increase in workshop participation, evidenced by sign-in sheets</li> <li>• More parent volunteers will be evident</li> </ul>

## **REQUIRED APPENDICES TO THE CEP FOR 2009-2010**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	25	25	N/A	N/A	1	0	0	44
1	20	27	N/A	N/A	1	0	12	58
2	15	18	N/A	N/A	6	0	20	32
3	19	19	N/A	N/A	1	2	20	30
4	21	22	15	30	1	4	15	32
5	24	17	10	24	1	2	10	33

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.

## Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	ELA AIS services include: Foundations (in class, push-in and small group pull-out during the day, and extended day), Reading Recovery (pull-out individually during the day and extended day), Harcourt Intervention (AIS component of our reading program, in class and pull-out in small groups during the day), Wilson Reading (individual and small group, pull-out during the day and during extended day), Read 180 (pull-out during the day and extended day), Saturday and After School small group target skills indicated by student assessment. ELA AIS serves Grades K-5 including special ed. Grades K-1 have educational assistants assigned to classes. Tier 1 interventions are provided in the classroom by the classroom teacher and educational assistants. Tier 2 and 3 interventions are both pull-out and push-in according to class/student needs.
<b>Mathematics:</b>	Everyday Math AIS is provided both in push-in and pull-out services. Students are taught in small groups and individually as the situation warrants. Supplementary materials are utilized as needed, supplied by our Math Coach. Math AIS serves grades K-5 including special ed. Grades K-1 and special ed classes have educational assistants assigned to classes. Tier 1 interventions are provided in the classroom by the classroom teacher and educational assistants. Tier 2 and 3 interventions are both pull-out and push-in according to class/student needs.
<b>Science:</b>	Science AIS is provided both in push-in and pull-out services during the day and extended day. Classroom and science cluster teachers provide Tier 1 interventions. Tier 2 interventions take place both in the class room (push in, small group) and pull out (small group and individual as the situation warrants.) Materials are supplied by the Science cluster teachers in accordance with student needs.
<b>Social Studies:</b>	Social Studies AIS is provided both in push-in and pull-out services during the day and extended day. Classroom teachers provide Tier 1 interventions. Tier 2 interventions take place both in the class room (push in, small group) and pull out (small group and individual as the situation warrants.) Materials are supplied by the classroom and AIS teachers in accordance with student needs.
<b>At-risk Services Provided by the Guidance Counselor:</b>	PS 25 Guidance Counselors (2) provide individual, small group, and push-in services. These services are all provided during the school day.
<b>At-risk Services Provided by the School Psychologist:</b>	The PS 25 School Psychologist provides individual and small group services during the day.
<b>At-risk Services Provided by the Social Worker:</b>	Guidance services include Partnership with Children (approx. 5 counselor/social workers) that provide individual and small group counseling school-wide as well as push-in services to classrooms. Partnership also provides: girls group, boys group, newspaper group, and peer mediation. These services are all provided during the school day.
<b>At-risk Health-related Services:</b>	At-risk Health-related Services include: Vision and hearing screening, free eyeglasses for students in need, and in-house dental services. Nursing staff provides Open Airways programs for students with asthma. Monthly doctor visits accommodate children who do not have access to regular medical services.

P.S. 25: The Eubie Blake School  
Language Allocation Policy

## **PART I – School ELL Profile**

### **Team Composition**

The LAP Team is comprised of the ESL teacher, Data Specialist, and Administrators. Parents are invited to join the team.

### **Demographics: 2009-2010**

#### **Overview**

For the 2009-2010 school year, P.S.25 is an elementary school serving Pre-Kindergarten through the fifth grade. The school has a total population of 360 students, sixteen of whom are classified as English Language Learners. Thirteen of those ELLs come from Spanish-speaking homes, while the other languages represented are Arabic and Housa (an oral West-African language). Of the sixteen ELLs at P.S. 25, five are classified as Beginners based on the LAB-R and NYSESLAT assessments, five are Intermediate students, and six are Advanced.

The grade-by-grade as well as the Level breakdown is shown in Figure 1. All sixteen ELLs require additional support in the NYSESLAT subcategories of Reading, Writing, and Listening, while over half attained proficiency in the Speaking subcategory. Of the total student population, 4.7% comprise P.S. 25's ELL total population.

**Fig. 1**

<b>Grade</b>	<b># of ELLs: 2009</b>	<b>B</b>	<b>I</b>	<b>A</b>
<b>K</b>	2	1	-	1
<b>1</b>	6	4	2	-
<b>2</b>	3	-	1	2
<b>3</b>	1	-	-	1
<b>4</b>	1	-	-	1
<b>5</b>	3	-	2	1
<b>TOTAL</b>	<b>16</b>	<b>5</b>	<b>5</b>	<b>6</b>

#### **Teacher Qualifications**

The ESL program at P.S. 25 is administered by a qualified and ESL-certified, part-time teacher. The current teacher earned a Bachelor of Science and two Master of Arts Degrees from New York University and holds two Initial Certifications from the New York State Education Department: one in English 7-12 and one in ESOL K-12, respectively.

## **PART II – ELL Identification Process**

P.S. 25 responsibly identifies, notifies, and places students in ELL instructional programs during its academic year.

The beginning of the school year is when most of the intake of new ELLs takes place. During this time, the pupil personnel secretary along with the assistance of the school's ESL teacher or trained pedagogues conduct the pre-screening of potential new ELLs. After the HLIS form has been filled out by parents of potential ELLs, and a language other than English is identified to be spoken at home, the pupil secretary knows how to flag potential eligible ELLs to be informally interviewed by the school's ESL teacher or trained pedagogues.

After the informal interview has taken place, and new potential ELLs have been identified, the part-time, ESL teacher at P.S. 25 is responsible for administering the LAB-R. As mentioned above, P.S. 25's ESL teacher earned a Bachelor of Science and two Master of Arts Degrees from New York University and holds two Initial Certifications from the New York State Education Department.

## **HLIS and LAB-R**

All parents or guardians of all students, including newly enrolled ELLs, are required to complete a Home Language Identification Survey (HLIS), which is translated in nine languages. When deemed appropriate, an informal interview is conducted in the native language. Attentive engagement with parents during the home language identification process is strongly stressed. When the HLIS indicates that a child uses a language other than English at home, he or she is administered the Language Assessment Battery-Revised (LAB-R). Performance on this test determines the child's entitlement to English language development support services. Students that score below proficiency on the LAB-R become eligible for state-mandated services for ELLs. Students who speak Spanish at home and score below proficiency on the LAB-R are also administered a Spanish LAB to determine language dominance.

P.S. 25, as required by law, notifies parents of their child's eligibility for services (Appendix C, E, G and H) and provides information and service options (Appendix D). Also, P.S. 25 informs parents of their child's placement (Appendix F).

To ensure that parents understand all three program choices, including the process, outreach plan, and timelines, ELL Parent Brochures are provided. Parent Surveys and Program Selection forms are provided. Entitlement, Non Entitlement, and Placement letters are mailed. Orientations are also held for parents or guardians of newly enrolled ELLs to inform them of the different ELL programs that are available. In orientations, parents have the opportunity to receive materials about ELL programs in their home language and to ask questions about ELL services. At the end of each orientation, school staff collects the Parent Survey and Program Selection Form, which indicates the program that the parent is requesting for his or her child.

According to students' records, and because currently P.S. 25 only offers a Freestanding ESL Program, for the past few years majority of parents have requested a Freestanding ESL Program after reviewing the Parent Survey and Program Selection forms.

## **NYSESLAT**

The following is a description of the steps taken every spring at P.S. 25 to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT). The NYSESLAT is the only test that P.S. 25 uses to assess ELLs' performance in English or to exit an ELL from ELL status.

The NYSESLAT is administered in the specified grade bands: K-1, 2-4, 5. In order to determine students' performance levels (Beginning, Intermediate, Advanced, or Proficient); their raw scores are combined in the specified way: Listening & Speaking combined raw score and Reading & Writing combined raw score. A-E charts are used to convert a student's 2010 raw scores to scale scores.

A student's English performance level is determined by the scale scores on both the Listening & Speaking and Reading & Writing components of the NYSESLAT. Chart F is used to determine the student's English performance level. ELL students who attain the minimum combined scale scores at the proficient level in both Listening & Speaking and Reading & Writing are determined to be English proficient. To determine a student's performance level in Listening & Speaking and Reading & Writing, these steps are followed:

- The appropriate conversion chart for a given student will be found. Reference to the chart for the grade level that the student was in when he or she took the NYSESLAT in April/May 2009 and not to the grade level in which the student will be enrolled during the 2009-2010 school year are made.
- The student's combined raw score for Listening & Speaking to the corresponding scale score for Listening & Speaking on the NYSESLAT Raw Score to Scale Score Conversion Chart are matched.
- The student's combined raw score for Reading & Writing to the corresponding scale score for Reading & Writing on the NYSESLAT Raw Score to Scale Score Conversion Chart are matched.
- The student's grade and scale score on Listening & Speaking to the NYSESLAT 2009 Scale Score Ranges for Determining English Proficiency to determine the student's Listening & Speaking performance level are matched.
- The student's grade and scale score on Reading & Writing to the NYSESLAT 2009 Scale Score Ranges for Determining English Proficiency to determine the student's Reading & Writing performance level are matched.

Lastly, the following guidelines are followed in determining a student's overall performance level:

- To move from one performance level to the next, the student must score within the range of the higher performance level in both the Listening & Speaking and Reading & Writing components.
- ELL students who have advanced in only one combination of modalities remain at the lower performance level.
- To move from any performance level (beginning, intermediate, or advanced) to the English proficient level, the student must score at the proficient level in both the Listening & Speaking and Reading & Writing components.

P.S 25 notifies parents of NYSESLAT outcomes and program eligibility before the beginning of the next school year (Appendix G and H). ELLs that continue to score below a certain level of English proficiency continue to be entitled to ELL services. ELLs scoring at or above proficiency are no longer entitled to ELL services through state funding and can enter all-English monolingual classes. Students who transition to all-English monolingual classes receive ESL support for up to a year, supported by state funds, according to CR Part 154.

A full range of test accommodations is available to all ELLs and to former ELLs for up to two years after passing the NYSESLAT. Test accommodations include translated glossaries, time and half, separate location, and translated version of the test.

## **PART III – ELL Demographics**

### **Programs and ELLs by Subgroup**

For the 2009-2010 academic year there are no students identified as SIFE at P.S. 25. Only one student is identified as newcomer ELL to the school. One student is in her fourth year receiving ESL services. Three students are in their fifth year receiving ESL services and one is in her sixth year receiving ESL services. Three students are identified as ELL in special education. No student is identified as long-term ELL.

<b>Grade</b>	<b># of ELLs: 2009</b>	<b># of SIFE</b>	<b># of New Comers</b>	<b># of ELLs in years 4-6</b>	<b># of ELLs in Special Education</b>	<b># of Long-term ELLs</b>	<b># of Years of Service</b>
<b>K</b>	2	0	0	0	0	0	1
<b>1</b>	4	0	0	0	0	0	2
<b>1</b>	1	0	0	0	1	0	2
<b>1</b>	1	0	1	0	0	0	1
<b>2</b>	2	0	0	0	0	0	2
<b>2</b>	1	0	0	0	0	0	4
<b>3</b>	1	0	0	0	0	0	1
<b>4</b>	1	0	0	1	0	0	6
<b>5</b>	3	0	0	3	2	0	5

### **Program Description**

A free-standing English as a Second Language program with native language support serves ELLs at P.S. 25. Small groups (3-5 students) are pulled-out as regulated by New York State CR Part 154 regulations and determined by student English-proficiency levels (as determined by the LAB-R or NYSESLAT scores) for one or two period blocks (45 or 90 minutes) according to grade level and proficiency. The push-in model is also implemented when appropriate. Students are taught a curriculum that provides academic content-area instruction in English; uses ESL methodology and instructional strategies; uses native language support to make content comprehensible; incorporates ESL strategic instruction; assists students to achieve the state-designated level of English proficiency for their grade; helps ELLs meet or exceed New York State and City standards. In freestanding ESL programs, language arts is taught using ESL and ELA methodologies. Content areas are taught in English using ESL strategies. Native language support is provided, as well as targeted mini-lessons to support the balanced literacy units of study in the mainstream grade level classrooms. Moving into English, a program offered by Harcourt, is used with Early Education ELLs, grade K-3. Fourth and fifth graders receive a combination of thematic and content-based units, reader's and writer's workshops, and ESL grammar instruction.

### **Number of Periods**

**MAY 2009**

ELLs classified as Beginners receive 8 periods a week, Intermediate students receive 8 periods a week, and Advanced students receive 4 periods a week. Students classified as SIFE, if applicable, will receive additional, smaller-group periods. Newcomer ELLs receive additional, smaller-group periods.

This is how ELLs are grouped according to grade and language proficiency levels (See sample student schedule): K and first graders, because all students are Beginning and Intermediate levels, are put together as a group for eight periods a week. Only once a week are second graders mixed with the K and first graders.

Second graders and fifth graders are put together as a group four periods a week because some of the students are Intermediate level and the rest are advanced level. Only once a week are the second graders mixed with the K and first graders. Also, three periods per week, second graders remain as one-grade group.

Third and fourth graders are also put together with the fifth graders as a group four periods per week. The language proficiency of these students is both Intermediate and Advanced.

Explicit ESL instructional minutes are delivered as per CR Part 154. For grades kindergarten through five, the program of instruction is composed of two components: a language arts instructional component and a content area instructional component. The instruction takes into account the first language and culture of ELLs.

The language arts instructional component includes English language arts instruction and English as a second language instruction. The learning standards for English language arts (ELA) and English as a second language (ESL), and key ideas and performance indicators for such standards, serve as the basis for the ELA and ESL curriculums, respectively.

English as a second language instruction is designed to develop skills in understanding, speaking, reading, writing and communicating in English through the integration of academic content appropriate for the pupil's age, grade level and English language skills, and is provided in substantially equal daily allotments of instructional time to ELLs in grades kindergarten through fifth at beginning and intermediate levels of English language proficiency.

The content area instructional component provides grade and age level appropriate instruction in the required content area subjects in English supported by English as a second language methodologies, employed in a systematic and structured way, and is designed to develop cognitive skills of limited English proficient ELLs.

Support services needed by ELLs to achieve and maintain a satisfactory level of academic performance include individual counseling, group counseling, and parental counseling. Where appropriate, such services are provided in the first language of the pupil and the pupil's parents or other persons in parental relation to the pupil.

### **Use of Native Language**

The language of instruction in both mainstream and ESL classes is English. Newcomers are allowed to use their native language to complete some written assignments and for clarification during oral work. First language resources are available for students and parents in the ESL classroom library.

### **Plan for ELLs Receiving Service 4 to 6 Years**

P.S. 25 serves five students under the category of receiving ESL services 4 to 6 years. One second grader is in her fourth year receiving ESL services. Three fifth graders are in their fifth year of receiving ESL services; while only one fourth grader is in her sixth year of receiving ESL services. As a result, a plan has been developed for these ELLs. The plan looks as follows:

First and foremost, all five students continue to receive a free-standing English as a Second Language program with native language support as delineated in the Program Description of this document.

Also, all five students receive extra instruction targeted towards preparation for the NYSESLAT. This materializes by using the NYSESLAT preparation textbooks that are part of the ESL library. The second grader is familiarized with the third grade curriculum, the fourth grade student is familiarized with the fifth grade curriculum, and the fifth graders are familiarized with the sixth grade curriculum. Similarly, the second grader is familiarized with the third grade ESL and ELA standards, the fourth grade student is familiarized with the fifth grade ESL and ELA standards, and the fifth graders are familiarized with the sixth grade ESL and ELA standards. Likewise, the second grader is provided with some third grade academic content-area instruction supported with ESL strategies and scaffoldings, the fourth grade student is provided with some fifth grade academic content-area instruction supported with ESL strategies and scaffoldings, and the fifth graders are provided with some sixth grade academic content-area instruction supported with ESL strategies and scaffoldings. All of this is done with the purpose to expose and prepare students for the next grade level they will enter to in September 2010.

For the second grader, our ELL in the third grade serves as her mentor. Several Q & A sessions will be conducted throughout the remaining of the academic year in which the second grader will have the chance to ask her classmate questions regarding third grade. The second grader will also have the opportunity to visit third grade classes to be exposed to the curriculum being covered in this grade. Opportunities to meet with the third grade teachers for the second grader to ask questions will be made available.

For the fourth grader, the fifth graders serve as her mentors. Several Q & A sessions will be conducted throughout the remaining of the academic year in which the fourth grader will have the chance to ask her classmates questions regarding fifth grade. The fourth grader will also have the opportunity to visit fifth grade classes to be exposed to the curriculum being covered in this grade. Opportunities to meet with the fifth grade teachers for the fourth grader to ask questions will be made available.

Likewise, for the fifth graders, because P.S. 25 shares the building with a middle school, sixth graders from this middle school are asked to serve as her mentors. Several Q & A sessions will be conducted throughout the remaining of the academic year in which the fifth graders will have the chance to ask the sixth graders questions regarding sixth grade. The fifth graders will also have the opportunity to visit sixth grade classes to be exposed to the curriculum being covered in this grade. Opportunities to meet with sixth grade teachers for the fifth graders to ask questions will be made available. Sixth grade teachers will be asked to provide a list of books that they usually ask would-be sixth graders to read over the summer. If possible, the middle school principal and ESL teacher will be invited to visit the ESL classroom to talk to the would-be sixth graders.

## **Strategies and Scaffolds for Balanced Literacy Support**

ESL methodologies are used to make the balanced literacy block more accessible to ELLs. Some of these strategies include:

### **Language Learning Strategies**

- Use What You Know; Find Help; Make Connections; Picture It; Look for Patterns; and Set a Purpose.

### **Skills Instruction**

- Phonemic Awareness; Phonics; Fluency; Comprehension; Vocabulary; and Language Exploration.

### **Classroom Management**

- Small-center activities

### **Preview the Selection and Read Aloud/Read Along**

- Picture Walk; Guided Preview; and Adaptation of English-Language Proficiency levels.

Furthermore, Leapfrog (for pre- to second grade), Total Physical Response, differentiated instructions, enrichment activities in the arts and technology, multi-sensory support, and the multiple learning modalities are taken into account when long term and lesson planning is done. Finally, various scaffolds are used to make content accessible to ELLs. These include modeling, bridging, contextualization, schema-building, and text representation.

### **Materials Used to Support Instruction**

Materials used in ESL at P.S. 25 include

#### **Books**

- a leveled library, student edition books, practice books, school-home resources, phonics resource books, Big Books, and assessment books.

#### **Introduce the Topic and Build Vocabulary**

- Picture cards, reading rods, instructional routine cards, and dry-erase boards.

## Technology Resources

- Audio-texts; Songs (both in audio cassette and CD); The Learning Site: [www.harcourtschools.com](http://www.harcourtschools.com); eGlossary; Language Support Posters; Multimedia Grammar Glossary; Cross-Curricular Activity Bank; and the ELLIS computer program.

Content area instructional materials that are used to support ELLs include biographies, historical fiction books, science books written in Spanish, math games and math books, and extended activities as suggested by the Moving Into English Program.

## II. Implications for Instruction: Supporting all our students

In addition to receiving their fully mandated services, during the 2009-2010 school year, P.S. 25 will offer after-school enrichment in the arts and technologies, as well as tutoring and mentoring. Below is a description of how these services will be offered to various categories of students as mandated by the Department of Education:

- Students Reaching Proficiency: Will attend the after-school ESL Alumni Club; will work with the ESL teacher in counseling and goal setting sessions; will serve as after-school tutors to SIFE students and Newcomers of the same home language.
- Newcomers with extremely limited English proficiency: Will receive Newcomer packets with necessary information for everyday English situations; will attend after-school tutoring with ESL Alumni Club, will be mentored by a more advanced ESL student that is in their ESL group and speaks the same L1; will receive additional ESL time in Newcomer/SIFE group.
- Students with Interrupted Formal Education (SIFE): Will attend after-school tutoring with ESL Alumni Club, will be mentored by a more advanced ESL student that is in their ESL group and speaks the same L1; will receive additional ESL time in Newcomer/SIFE group; will receive additional AIS services.
- Long-Term ELLs: Focus on test prep strategies to bolster performance on the NYSESLAT and ELA tests; will set long-term goals and create student-directed, individualized progress plans with ESL teacher; will serve as mentors to lower-proficiency students in their group who speak the same L1.
- Alternative Placement in Special Education: Will receive additional one-on-one instruction from ESL teacher; will be enrolled in mentor program as situation/needs dictate; will set long-term goals and create student-directed, individualized progress plans with ESL teacher.

## PD Activities Regarding Second Language Acquisition Strategies for General Ed/ESL Teachers

ELL training for all staff will include

- Sessions devoted to the Learning Packages and the LAP Principles
- Sessions to develop a set of operating norms and ground rules

- Sessions devoted to ELL Native Language Appreciation and Culture Enhancement
- Sessions devoted to enabling general education teachers to appropriately instruct and support their ELLs
- General education teachers of ELLs will receive an information binder, including information on identification and assessment processes, promotional policies and updated information on their student's ESL progress.
- General education teachers will receive a packet that includes different ESL Strategies that can be implemented in the general education classroom.
- Professional developments for mainstream teachers who work with ELLs will acquaint teachers with the NYS ESL standards, some language acquisition theories to inform their practice, and an overview on the procedure involved in identifying ELLs.
- More informal coordination will take place in grade team meetings that include the ESL teacher to discuss the plan and implementation of ESL strategies to aid ELLs progress in the mainstream classroom.
- Lunch & Learns will be held throughout the year. Staff will receive training on use of the Rosette Stone Ellis program.

This will be insured by recording minutes and saving copies of handouts and/or materials used and/or distributed.

### **Parental Involvement**

During the 2009-2010 school year, hardly any parents of newly identified ELLs attended the Fall Open School Night ELL Parent Orientation. Only a few Parent Selection Forms were returned. Many attempts were made to invite parents to view informational materials in English as well as the home languages of the newly identified students. New parents were similarly unrepresented at the Fall Open School Night. For the 2009-2010 school year, plans are being made to reach out to new parents earlier and more often with the help of classroom teachers and the parents' coordinator.

The ESL instructor, along with the parent coordinator, will strive for maintaining ongoing communications with parents of all ELLs through one-on-one meetings, phone conversations, orientation meetings, district presentation, parent-teacher conferences, informal meetings, or at the very least, through informational packets. The Parent coordinator and the ESL instructor will be more responsive to the questions and concerns of ELL parents by making available to ELL parents the direct services, programs and initiatives that are offered to meet the specialized needs of ELLs. Familiarization of the following programs and offices will be made to ELL parents: Tax Levy; Pupils with Compensatory Educational Needs (PCEN)-LEP; CR Part 154; Title I; Title III; OFEA; The Translation and Interpretation Unit; and BETACs.

In addition, the ESL teacher will conduct an orientation for new ELLs in October 2010. This orientation will be held for parents or guardians of newly enrolled ELLs to inform them of the different ELL programs that are available. In the orientation, parents will have the opportunity to receive materials about ELL programs in their home language and to ask questions about ELL services. At the end of each orientation, school staff will collect the Parent Survey and Program Selection Form, which will indicate the program that the parent will be requesting for his or her child. These materials will be made available as well during the Fall Open School Night and the Spring Open School Night.

Too, the ELL instructor will make himself available to meet with parents as the need arises. Fluency in Spanish is an asset to the ESL instructor to reach out and maintain open communication with the community. To facilitate parents' participation, P.S. 25 will make available translators through the use of interpretation funds if available.

Currently, P.S. 25 continues its partnership with the National Urban Alliance, with which our staff trained to engage students using techniques and tools which will foster higher order thinking skills. We have a long-standing partnership with the Church Avenue Merchants Business Association (CAMBA) which provides after-school recreational services, as well and homework help. GED classes and a monthly Family Reading Night, in collaboration with PS 25, help to connect families to learning. CAMBA also provides art activities through the Brooklyn Arts Council, Global Arts to Go, and Marquis Studio, as well as other agencies. We have worked to bring creative services to our school in the form of ballroom dancing, and provide violin, which we will be expanding to lower grades, and recorder classes through a non-profit group, Music 144. Partnership with Children (PWC), funded through the Robin Hood Foundation, is our on-site social services partner agency. PWC provides individual and small-group counseling, as well as therapeutic clubs. Parent activities are scheduled monthly, along with a Family Movie Night, held bimonthly.

Further effort will be made to find ways to help P.S. 25 evaluate the needs of ELL parents and to develop parental involvement activities and assessments to assess how these address the needs of ELL parents.

To evaluate the needs of parents P.S. 25 will use parent information, as well as properly maintain it and store it. Continuous monitoring will take place to ensure whether or not parents' needs are being met. Emphasis will be put on the dissemination of The Parent Survey and Program Selection Form (Appendix D) to make sure ELL parents are being reached, and that the information that they are getting is useful, thorough, and timely. Finally, the Parent coordinator will ensure that information for the BESIS is entered into ATS accurately.

## **PART IV – Assessment Analysis**

### **Data**

The Language Assessment Battery-Revised (LAB-R) is the only used assessment tool at P.S. 25 for the identification of students as limited English proficient. Similarly, the New York State English as a Second Language Achievement Test (NYSESLAT) is the only used assessment tool at P.S. 25 for measuring LEP students' level of English proficiency annually, and to determine whether or not the student continues to be LEP.

After comparing students' results for the 2009 NYSESLAT Scores in the four modalities (listening, speaking, reading and writing), the majority of students show progress. ESL services must continue to bolster the ELA skills of ELLs to ensure that the performance of those ELLs who do take the ELA test do not fall behind. Comparing NYSESLAT data with ELA testing results show that especially the skills of reading and writing are a turn key for the success of ELL students.

**NYSESLAT 2009  
Listening and Speaking**

<b>Grade Level</b>	<b>Beginner</b>	<b>Intermediate</b>	<b>Advanced</b>	<b>Proficient</b>
<b>K</b>				
<b>1</b>	1	1	3	
<b>2</b>			2	1
<b>3</b>				1
<b>4</b>				1
<b>5</b>			2	1

Results for the Listening and Speaking modality suggest that it is an area that needs minimal reinforcement. Seven ELLs are at the advanced level and four ELLs are at the proficient level.

However, the two ELLs who scored at the Beginner and Intermediate levels will be assigned conversation partners, will be encouraged to participate more in verbal activities, and proficiency level questions will be incrementally adapted to higher levels of language proficiency during instruction time. Also, a letter will be sent to these ELLs' homes, explaining to their parents that listening and speaking should be supported in the home. The letter will delineate speaking and listening strategies parents can implement at home.

**NYSESLAT 2009  
Reading and Writing**

<b>Grade Level</b>	<b>Beginner</b>	<b>Intermediate</b>	<b>Advanced</b>	<b>Proficient</b>
<b>K</b>				
<b>1</b>	3	2		
<b>2</b>		1		2
<b>3</b>			1	
<b>4</b>			1	
<b>5</b>		2	1	

Results for the Reading and Writing modality are varied in scope. Results suggest that further intervention in reading and writing is needed. To address the needs of the aforementioned students and those not showing movement, continued support will be given through small instruction. Further support in the form of prewriting activities and cognitively challenging subject matter that develops critical thinking skills will be the focus of future instruction. The ESL teacher will employ strategies to include text-structure analysis, previewing, teaching asst. group, decoding and sight words, vocabulary preparedness and background knowledge (scaffolding) activities. The integration of content area and language objectives will further enhance students' language acquisition within the realm of literacy.

The ESL teacher will continue to work within the balanced literacy/writing workshops to enhance classroom instruction, in addition to continuous articulation with the classroom teacher to regularly assess individual students' needs and plan accordingly. ESL methodologies will be successfully incorporated to deliver differentiated instruction. P.S. 25 will utilize the data to better address students' weaknesses and to further align instruction to address these deficiencies.

### NYS Test Results by Grade

Grade	# of Students	ELA Test Scores	ELA Level	MATH Test Scores	MATH Level	SCIENCE Test Scores	SCIENCE Level
4	1	3.21	3	3.51	3		
5	1	2.34	2	3.37	3	88	4
5	1	1.81	1	1.91	1	51	2
5	1	1.99	1	2.54	2	61	2

As shown on the NYS Test Results chart the fourth grader is meeting learning standards in both ELA and MATH.

However, one fifth grader is partially meeting learning standards on ELA, is meeting learning standards in MATH, and is meeting learning standards with distinction in SCIENCE. A second fifth grader is not meeting learning standards in ELA, is partially meeting learning standards in MATH, and is partially meeting learning standards in SCIENCE. A third fifth grader is not meeting learning standards on ELA, is not meeting learning standards in MATH, and is partially meeting learning standards in SCIENCE. There are no NYS Social Studies Results, for fifth graders will be taking this test later in the year.

Our focus this year will be to help all students not meeting learning standards in ELA to meet learning standards. For the only one student meeting learning standards in ELA, effort will be made so that the student will not remain at the same level but move up to the level of distinction instead.

In MATH and SCIENCE, ESL content-based instruction will be implemented rigorously to make sure our ELLs develop vocabulary and strategies to make math and science instruction accessible and understandable.

Currently, ELLs at P.S. 25 are not taking tests in their native language. Thus no comparisons can be made at the moment regarding how ELLs are faring in tests taken in English and their native language.

P.S. 25 continuously uses the results of the NYSESLAT to strengthen its academic content-area instruction in English; to reinforce and better the use of ESL methodology, instructional strategies, and native language support; to assist students to achieve the state-designated level of English proficiency for their grade; and to help ELLs meet or exceed New York State and City standards.

NYSESLAT scores help identify who should continue to receive ELL services. Also, scores help the ESL teacher plan programs that best fit ELL needs by allowing them to group like students for tailored learning activities, pair students at different proficiency levels in class, or determine how much instructional time should be spent in the native language and English (as part of a school's language allocation policy).

Also, P.S. 25 continuously uses the results of the NYSESLAT to maximize English language acquisition for ELLs; to motivate the ESL and classroom teachers to work closely to deliver literacy instruction as well as tailor additional content instruction to meet the needs of ELLs; to spend the mandated minutes of ESL instruction aligned to ELA standards daily; and to provide an additional 30 minutes per day in literacy instruction using a reading intervention focused on helping them achieve grade-level proficiency in each essential reading component (phonemic awareness, phonics, letter recognition, and writing) to ELLs who exhibit inadequate growth on reading assessments.

Similarly, through the results of the NYSESLAT P.S. 25 has learned that the required staffing and professional development to transition to either push-in programs or self-contained classes should be highly considered; that professional development on differentiating instruction for its ESL teacher should be ongoing; that native language resources (libraries, texts, technology, primary resource materials) available in the classroom and in the school's library are additional resources that can accelerate learning; that ESL classrooms should offer language development and support for content instruction in the native language when same language grouping is possible; that Native language arts development accelerates the literacy gains in both the native language and English, validates the prior knowledge students bring, and bolsters self-esteem; and that Native language support—such as using bilingual dictionaries, native language classroom libraries, technology enrichments in the native language, or the buddy system—should be exploited, expanded, and continuously updated in its freestanding ESL program.

### **Early Literacy Skills Assessments**

P.S. 25 uses the following assessment tools to assess the early literacy skills of all its students, including ELLs: DIBELS, Running Records, Terra Nova, EPAL, and Peabody Language Assessment. All of these assessment tools enable P.S. 25 to assess its students' language development and other multi-faceted aspects of language development. Some of these assessments are implemented once a year, while others are implemented twice a year.

### **Periodic Assessments**

The ESL periodic assessments were not administered this year. Ells are currently assessed using the Acuity Assessments along with the general education periodic assessments.

### **Evaluation of Program**

While aware that the two recommended ESL instructional program models include self-contained ESL classes, and “push-in” teaching, P.S. 25 will continue to implement and evaluate its pull-out model. However, P.S. 25 will work on making the effort to integrate the push-in model more consistently.

Finally, to evaluate its freestanding ESL Program, P.S. 25 uses progress benchmark students' scores, anecdotal feedback from teachers, relative student progress, records how often adaptation of materials are needed and made, and monitors the implementation of the CARE instrument.

P.S. 25 continuously makes sure students in freestanding ESL programs receive all instruction in English with native language support. The number of ESL instructional units that a student receives is constantly regulated by New York State CR Part 154 regulations and determined by student English-proficiency levels (as determined by the LAB-R or NYSESLAT scores). That language arts is taught using ESL and ELA methodologies and Content areas are taught in English using ESL strategies is constantly monitored. That the goals of its freestanding ESL program are followed are also constantly monitored.

In order to maximize English language acquisition for ELLs, the ESL and classroom teachers are encouraged to work closely to deliver literacy instruction as well as tailor additional content instruction to meet the needs of ELLs. That ELLs spend the mandated minutes of ESL instruction aligned to ELA standards daily is ensured. It is also ensured that for beginner- and intermediate-level students, 360 minutes per week of ESL are required, and for advanced-level students, 180 minutes per week are required. That students who exhibit inadequate growth on reading assessments receive an additional 30 minutes per day in literacy instruction using a reading intervention focused on helping them achieve grade-level proficiency in each essential reading component (phonemic awareness, phonics, letter recognition, and writing) is ensured.

School: \_\_\_\_\_ BEDS Code: \_\_\_\_\_

**Title III LEP Program  
School Building Budget Summary**

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	(e.g., \$10,000)	<b>(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$50.00 = \$10,000)</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	(e.g., \$5,000)	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials and educational software. - Must be clearly listed.	(e.g., \$2,500)	<b>(Example: 2 Rosetta Stone language development software packages for after school program)</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>		

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

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

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

Using the Home Language Report for PS 25 (RHLLA) from the Automate the Schools System, it was ascertained that six languages other than English are spoken in the homes of our students.

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

The vast majority of other-than-English speaking student households speak Spanish (20 students with HLIS forms identified). The other languages represented are Arabic (1 student, 1<sup>st</sup> grade) and Hausa (1 student, 4<sup>th</sup> grade), Bengali (1 student, Pre-K), Haitian Creole (1 student, 5<sup>th</sup> grade), and Yoruba (1 student, 4<sup>th</sup> grade). For the next school year, we anticipate that the largest need will continue to be Spanish-language translations, with needs still existing for Haitian Creole, Bengali and Yoruba.

#### **Part B: Strategies and Activities**

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

The PS 25 staff does not have the linguistic capabilities to provide written translations for its families. We will rely on Regional translation services and outsourced translation vendors to meet our translation needs.

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

Spanish-language oral interpretation will be performed by our social worker, an on-site school secretary, and other bilingual staff, and French and Haitian-Creole translation will be preformed by our speech teacher.

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

Parental notifications that require translation and interpretation will be performed by our social worker or bilingual, on-site school secretary. If translation and interpretation needs to be completed in a language other than Spanish, we will contact the Department of Education (Tweed location) for language and interpretation assistance.

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$434,196	\$30,685	\$464,881
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$4,342		\$4,342
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$307	\$307
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$21,710		\$21,710
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$1,535	\$1,535
6. Enter the anticipated 10% set-aside for Professional Development:	\$43,420		\$43,420
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$3,069	\$3,069
			\$539,264

1. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 77%
2. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

PS 25 will review the data in the Basic Education Data System (BEDS) and update information as needed. Included in this will be revised designation of teacher assignments (based on new teacher assignments) to align with teaching licenses.

## Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

### 1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

**Explanation:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

### PS 25 PARENT INVOLVEMENT POLICY

PS 25 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
    - that parents play an integral role in assisting their child’s learning;

- that parents are encouraged to be actively involved in their child's education at school;
- that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

The Parent Involvement Policy is distributed to parents at the Parent Orientation, which is held at the opening of school in September, as well as at the Back to School Night event, which is held within the first 3 weeks of the school year. For parents who do not attend these events, the Parent Involvement Policy is included with the monthly calendars for September and October, and is sent home with each student. Copies of the policy are kept by PTA officers.

The Parent Involvement Policy is reviewed annually in May. School administrators and the Parent Coordinator meet with the PTA Executive Committee to discuss the policy and possible updates. These recommendations are presented to the general parent population at the May PTA meeting prior to adoption.

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

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

### **PS 25 SCHOOL - PARENT COMPACT**

PS 25, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2009-10.

### **School Responsibilities**

PS 25 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards
2. The Mission of PS 25 is to provide a collaborative, meaningful and rigorous standards driven educational experience for all students, parents, teachers and staff in a clean, safe, caring and intellectually stimulating "children first" environment. Opportunities are provided to promote academic excellence, maximize student achievement in all areas, develop characteristics associated with good citizenship, scholarship and team participation as students learn today to lead tomorrow.
3. Hold parent-teacher conferences twice a year, during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held at Back to School Night, once in September and once in the spring.
4. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
  - a. Progress Reports will be mailed and backpacked home on the last Friday of each month, from October through May.
5. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents by appointment through the Parent Liaison on at least 24 hours notice in the Auditorium.
6. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
  - a. As volunteers via Learning Leaders Training/Parents as Partners in Education.
  - b. Classroom visits during Back to School Night (September) and Shadow your Child Day (November and March)
7. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
8. Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
9. Provide information to parents in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents information in a timely manner about School-wide programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

## Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Making education a priority in our home.
- Making sure my child is on time and prepared everyday for school.
- Monitoring attendance.
- Talking with my child about his/her activities every day.
- Scheduling daily homework time in an environment conducive to study.
- Making sure that homework is completed daily.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Participating in school activities on a regular basis.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Reading with my child every day.
- Providing my child with a library card.
- Communicating positive values and character traits, such as respect, hard work, and responsibility.
- Respecting the cultural difference of others.
- Helping my child accept consequences for negative behavior.
- Being aware of and following the rules and regulations of the school and district.
- Supporting the school's discipline policy.
- Expressing high expectations and offering praise and encouragement for achievement.
- Serving, to the extent possible, on policy advisory groups, such as being a parent representative on the SLT.

## Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Take responsibility for my decisions and actions.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

Monthly grade-level data meetings will involve teaching staff in assessing the performance of students on a class and individual level. Ongoing analysis of ARIS and ACUITY data will be done by administrators, coaches, data specialist, and teachers. Classroom practice will be observed.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

- b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

Federal Title I funds will be used for out-of-classroom support, primarily for an extensive academic intervention program, for which all students are eligible, including those with disabilities and English Language Learners. Daytime, after-school, and Saturday intervention programs are provided and/or planned for underperforming students. Reduction in class size will be achieved through Schoolwide Project funds. Early childhood class reduction is achieved through targeted funds.

3. Instruction by highly qualified staff.

All teachers will be certified in their subject areas. Preference will be given to teachers with appropriate classroom experience. Teachers will have continuing support from coaches and administrators.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Teachers in grades K – 3 will receive weekly professional development provided by our Reading First Coach. Ongoing professional development will be provided by our Math Coach and administrators as needed. Teachers will also be offered ongoing professional development through district and Learning Support Organization workshops throughout the year as offered.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Teachers will be recruited at job fairs. We will continue to participate in the New York City Teaching Fellows and Teach for America programs.

6. Strategies to increase parental involvement through means such as family literacy services.

*See the Parent Involvement Action Plan, Page 15.*

Free GED classes are offered by our on-site Community Based Organization, CAMBA.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

Students in our Pre-Kindergarten classes visit the Kindergarten classrooms to familiarize themselves with the different setting. A full-time Family Assistant guides parents through the transition.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Ongoing Professional Developments, workshops, data analysis review, June Planning sessions, and regular intervention articulations will serve to educate teachers in these areas.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Students will be identified by classroom teachers then referred to PPT and/or AIS teams for assessment and assignment to small groups as required for Tier II and/or Tier III Intervention services after all Tier I Interventions have been exhausted.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

The Parent Coordinator will serve to coordinate and integrate programs through Community Based Programs addressing the varied social needs of our school and local community.

#### **Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

## APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

*This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 2 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>1</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All School Improvement Schools**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

### **Part B: For Title I Schools that Have Been Identified for School Improvement**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified.
  - (a) Provide the following information: 2009-10 anticipated Title I allocation = \$\_\_\_\_\_ ; 10% of Title I allocation = \$\_\_\_\_\_.
  - (b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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<sup>1</sup> School Under Registration Review (SURR)

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM  
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

*All schools must complete this appendix.*

**Background**

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

**Directions:** All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

***1A. English Language Arts***

**Background**

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

### ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum (SEC)*<sup>2</sup> data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

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<sup>2</sup> To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum (SEC)*. Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Review of curricula, materials, classroom observations, notes from grade-level planning and data meetings.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable    Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our ELA curriculum is closely aligned to state standards. Teachers are provided with an array of resources, units of studies, curriculum pacing calendars, and assessment tools to help make sure standards are met. Differentiation of instruction is embedded into our literacy program to meet the needs of all of our students through small group and/or individual instruction. Teachers' help students set and revise goals so that they will know what they need to master in the curriculum and obtain positive outcomes. Students are monitored on a regular basis to guide instruction.

Administrators have conducted classroom observations during literacy; reviewed assessments and discussed these findings with teachers during monthly data meetings and grade team meetings. Administrators and literacy coach have focused professional development to support teachers' needs. Cross grade meetings have been arranged to give teachers a better understanding of what is expected long term of the students

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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## **1B. Mathematics**

### **Background**

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

### **Specific Math Alignment Issues:**

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Review of EverydayMath curriculum and pacing calendars, observation and discussion with teachers and math coach.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable    Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The EverydayMath program is our primary mathematics curriculum, which is aligned to the New York State content strands. However, it lacks an in-depth approach with enough remediation for mastery and has some gaps (such as the lack of pictographs), and good written questions throughout the grades.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

PS 25 will continue to address this by using supplemental materials including Addison Wesley, Math Steps, and Buckle Down. Additionally, we will incorporate group math games, computer math games, and other resources,

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## **KEY FINDING 2: INSTRUCTION**

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

### ***2A – ELA Instruction***

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

During the 2008-09 school year classrooms were observed to determine the methodologies used. PS 25's Literacy Coach provided in-depth information about classroom practices. Teachers were surveyed.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Direct instruction in the form of a mini-lesson is a component of the research-based instructional programs. In addition to the curricula being used (Reading First Harcourt Trophies and Literacy by Design), there is continuous discussion of methodology, and particularly of differentiated instruction. Administrators and teachers have been trained in the implementation of differentiated lessons, and teachers receive constant support. Students work in a variety of modalities, including independent, paired, reading circles, and whole group. Monitoring to ensure implementation is conducted by administrators and the literacy coach.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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## **2B – Mathematics Instruction**

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM<sup>3</sup>) and SEC results also shed light on some of the instructional practices in the

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<sup>3</sup> To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key

mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Assessment was done through classroom observation, teacher discussion, and discussion with the math coach.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Teachers adhere to the EverydayMath pacing calendars, and supplement those materials with others. There is high engagement in all classes, with the frequent use of manipulatives and games. Other instructional modalities are used as well: Brainpop videos, internet-based math activities, SmartBoards (which are in every classroom), in-class computer games, and project-based learning, which are done both individually and by group projects. ACUITY Instructional Resources are used for review. Technology use is evident and frequent.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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### **KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY**

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

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classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

We examined our school's table of organization and it clearly indicates that we do not have a high turnover in our staff.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

With a low turnover rate in our staff we can focus our professional development efforts on improving instruction in areas such as differentiated instruction.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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#### **KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS**

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

During the 2008-09 school year there was discussion with teachers, the ESL teacher, and review of professional development records.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

School-wide professional development was facilitated by the ESL teacher to support pedagogical staff. The ESL teacher was available to assist classroom teachers in developing adapted methods for use with ELLs.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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#### **KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION**

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

During the 2008-09 school year there was discussion with the ESL teacher and classroom teachers of ELLS.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Both formal and informal assessments are conducted for proper placement and level of instruction. Strategic plans include teacher/peer assistance and modified learning instruction that will encourage early language acquisition. ESL and mainstream teachers collaborate to share best practices, based on student observations and diagnostic data. Classroom teachers of ELLs receive an

informational binder, including information on identification and assessment processes, promotional policies, and updated information on their student's ESL progress.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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### **KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION**

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

We conducted interviews with general education and special education teachers and the SETSS teacher.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable    Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Most students with disabilities receive part or most of their education in general education classes taught by general education teachers. Many of our teachers are unaware of what the IEP goals and objectives are for the student. Although the student's IEP is available via special education teacher, many teachers are still unfamiliar with the content, including accommodations, supplementary aids and services, and annual goals. Nor do most general education teachers request to see a copy. Many teachers felt that they were not actively involved in the process, despite the fact that students with disabilities were mainstreamed into their classrooms. According to Federal (IDEA) and state requirements, general education teachers are required to be at the IEP consultation meeting, but many do not realize what the role of the general education teacher plays in the process. Many times the classroom teacher feels that the "specialists" take over when the team decides that an evaluation for possible special education

services is needed; however, the knowledge of the general education teacher, the knowledge of the student and family continues to be crucial.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

We will plan for effective collaboration. In a collaborative model the general education and special education teachers each bring their skills, training, and perspectives to the team. Resources are combined to strengthen teaching and learning opportunities, methods, and effectiveness. Every teacher will study teaching techniques, disability, individualization, accommodation, and skills for collaboration in the classroom.

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### **KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)**

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

During the 2008-09 school year there was a review of IEPs and discussions with guidance counselors, the SETSS teacher and general education teachers.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable    Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Review of IEPs indicates that in most cases the material in question is present. It should be mentioned that, as stated in Key Finding 6, teachers need support in utilizing the information contained in the IEPs.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10**

*This appendix will not be required for 2009-10.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

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## **APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).  
Seventeen students are identified as in temporary housing as of October 26, 2009.
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.  
Upon registration these students/families are made aware that we are available, whenever necessary, to assist them. In addition our guidance counselors, social workers, parent coordinator and other offices use public resources and programs to address their specific needs. All services are provided in a confidential manner to ensure the dignity of these students and families. We investigate to maintain awareness of any additional information and requirements.  
  
PS. 25 will provide these students are with books and school supplies, personal toiletry bags and Christmas gifts (for those who don't celebrate the holidays we still make these items available to them). The Partnership with Children Program provides counseling to these students and their families. These students are also part of our Entrepreneurship Bookshop program.
3. Based on your current STH population and services outlined, estimate the appropriate set-aside amount to support the needs of the STH population in your school.  
As a Schoolwide Program school, Title 1 funds are absorbed into the general budget. General school funds will be used to provide the above-named goods and services.