



P.S. 325

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

06M325
500 WEST 138TH STREET, NEW YORK, NY 10031
212.234.1335
212.234.2022

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 06M325 SCHOOL NAME: P.S. 325

SCHOOL ADDRESS: 500 West 138th Street, New York, NY 10031

SCHOOL TELEPHONE: 212.234.1335 FAX: 212.234.2022

SCHOOL CONTACT PERSON: Gary H. Cruz EMAIL ADDRESS: GCruz4@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: _____

PRINCIPAL: Gary H. Cruz

UFT CHAPTER LEADER: Joanne M. Bitterman

PARENTS' ASSOCIATION PRESIDENT: Maribel Campos

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 06 SSO NAME: Fordham University PSO

SSO NETWORK LEADER: Marge Struk

SUPERINTENDENT: Martha Madera

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
Gary H. Cruz	*Principal or Designee	
Joanne M. Bitterman	*UFT Chapter Chairperson or Designee	
Maribel Campos	*PA/PTA President or Designated Co-President	
Maribel Campos	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Angela Rijo	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Gisel Rodriguez	Member/Parent	
Alberta Aguirre	Member/ Parent	
Alexandra Keingstein	Member/ Parent	
Matthew Johnson	Member/Teacher	
	Member/	
	Member/	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

Core (mandatory) SLT members.

This page completed with signatures is attached to the file submitted.

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.

P.S. 325 has a mission to create a community of learners integrated by students, faculty, parents, and administrators who share a common vision of high academic standards, strong values and a tradition of achievement and success. We want to develop and maintain a positive learning environment that will identify the needs of each child; endeavor to make a significant difference in his/her success; and foster the characteristics of good citizenship and personal responsibility. Our core curriculum emphasizes higher-order thinking skills and the integration of technology and the arts into all content areas.

P.S. 325 implemented the Reading First Initiative, a federally funded K-3 initiative authorized by the No Child Left Behind Act which utilizes scientifically based reading research to improve reading instruction and student achievement. The program is guided by the "4 Pillars" of an Effective Reading program, including valid and reliable assessments; instruction programs and aligned materials; aligned professional development; and dynamic instructional leadership. Reading First has implemented StoryTown as the instructional program used in this initiative. P.S. 325 has decided to adopt the StoryTown curriculum for all grades K-5 which features many resources including: guided practice activities, independent practice activities, independent learning center activities, decodable books, practice books, additional support activities, intervention resource kits, English Language Learners Resource kits, spelling practice books, phonics practice books, guiding reading libraries and books for all learners, to meet the various needs and components during the literacy block. P.S. 325 also received a grant from the Carmel Hill Fund to incorporate the Accelerated Reading program in all classes. Students' reading levels are assessed at the beginning of the year through a diagnostic and books are assigned accordingly. After reading, students are able to take quizzes on the computer to track and monitor reading comprehension.

P.S. 325 has created our own writing program, which is a combination of the Accelerated Writing Program and StoryTown curriculum. Students observe and practice writing skills modeled by their teachers and keep a writer's journal with seed ideas that will later be extended and transformed in different writing pieces of various genres.

P.S. 325 has implemented the Everyday Mathematics for grades K-5 to provide students with a strong foundation in math skills, through the development of their ability to solve complex mathematical problems, and the application of mathematical reasoning to real-world situations. A daily math block includes a mini-lesson, accountable-talk, independent and/or small group practice, conferencing, math centers and sharing time. The use of manipulative materials will be highly recommended and monitored to offer students concrete, visual representation of the skills, and prior to moving into abstraction.

Our Social Studies and Science Programs have been designed to meet and exceed the New York State and New York City Standards and Scope/Sequence. Lessons stimulate students' curiosity by asking them essential questions around a theme. Hands-on activities, science experiments, presentations, research and group discussions result as a quest for answers to the posed essential questions. This search for factual evidence to support their responses will lead students to walk away with enduring understandings and generalizations about that particular subject and its relation to their everyday lives. This constant looking for answers will also develop students' ability to become better thinkers and problem solvers. Social studies and science content will be aligned with ELA to allow the transferring of reading and writing skills across subject areas.

There will be ongoing assessment and progress monitoring to guide instruction. Teachers are using the data gathered from various assessments, including DIBELS, Accelerated Reading, NYC Periodic Assessments from Acuity, New York State assessments in ELA, mathematics, social studies and science, as well as student work and portfolios, in order to identify targeted areas of focus for students and provide differentiated instruction. Initiatives were implemented in order to monitor and work with data for all students, and goals were established for students in literacy and mathematics.

P.S. 325 provides differentiated professional development to all staff members. P.S. 325 plans to evaluate professional development needs of teachers through observation and collaboration. Professional development is planned to provide teachers in support in different areas, including engaging and supporting all students in learning; creating and maintaining an effective environment; understanding and organizing core curriculum; planning and delivering effective instruction to meet student needs; assessing student learning; and data-driven instruction. Professional development is provided by the Reading First Coach, Math Coach, Data Specialist, Fordham PSO, curriculum or assessment consultants and other sources, when available.

Each week, teachers meet for a three-period common planning block. During this time, teachers are given the opportunity to collaborate within a grade level to plan lessons, look at student work, analyze student data and discuss best practices for instruction and build coherence amongst the grade. Resources, including scheduling, budget and staffing, were taken into consideration when designing this initiative. We believe that teams of teachers working together will benefit all of our students.

We also encourage our teachers to identify and develop students' sport and artistic abilities through a series of school performances, activities, competitions and fairs. We constructed special partnerships with community-based organizations, such as ASPIRA and AmericaScores, that help us to achieve our goal of develop our student as a whole individual. Children are given opportunities to participate in after school programs including dance, musical theatre, soccer, baseball, girls and boys basketball, cheerleading, arts and crafts, visual arts, chorus, band and guitar. We are continuing our mission of incorporating technology into instruction by purchasing IntelliBoards, having computers in every classroom and laptops available for students to use in the upper grades to prepare for research and exit projects.

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.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name: _____				
District: _____	DBN #: _____	School BEDS Code #: _____		

DEMOGRAPHICS									
Grades Served in 2008-09:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K									
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2006-07	2007-08	2008-09		
Grade 3									
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2006-07	2007-08	2008-09		
Grade 7									
Grade 8									
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2006-07	2007-08	2008-09		
Grade 11									
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2006-07	2007-08	2008-09		
Total									
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
Number in Self-Contained Classes									
No. in Collaborative Team Teaching (CTT) Classes				Principal Suspensions					
Number all others				Superintendent Suspensions					
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS								
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number				
(As of October 31)				(As of October 31)	2006-07	2007-08	2008-09	
2006-07	2007-08	2008-09		CTE Program Participants				
# in Trans. Bilingual Classes				Early College HS Participants				
# in Dual Lang. Programs								
# receiving ESL services only				Number of Staff: Includes all full-time staff				
# ELLs with IEPs				(As of October 31)	2006-07	2007-08	2008-09	
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers				
				Number of Administrators and Other Professionals				
Overage Students: # entering students overage for grade								
(As of October 31)	2006-07	2007-08	2008-09	Number of Educational Paraprofessionals				
				Teacher Qualifications:				
Ethnicity and Gender: % of Enrollment				(As of October 31)	2006-07	2007-08	2008-09	
(As of October 31)	2006-07	2007-08	2008-09	% fully licensed & permanently assigned to this school				
American Indian or Alaska Native				Percent more than two years teaching in this school				
Black or African American				Percent more than five years teaching anywhere				
Hispanic or Latino				Percent Masters Degree or higher				
Asian or Native Hawaiian/Other Pacific Isl.				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
White								
Multi-racial								
Male								
Female								

2008-09 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>		If yes, area(s) of SURR identification:	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):			
<input type="checkbox"/> In Good Standing	<input type="checkbox"/> Improvement – Year 1	<input type="checkbox"/> Improvement – Year 2	
<input type="checkbox"/> Corrective Action – Year 1	<input type="checkbox"/> Corrective Action – Year 2	<input type="checkbox"/> Restructured – Year ____	
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.			

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Individual Subject/Area Ratings	Elementary/Middle Level			Secondary Level		
	ELA:			ELA:		
	Math:			Math:		
	Science:			Grad. Rate:		

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students						
Ethnicity						
American Indian or Alaska Native						
Black or African American						
Hispanic or Latino						
Asian or Native Hawaiian/Other Pacific Islander						
White						
Multiracial						
Other Groups						
Students with Disabilities						
Limited English Proficient						
Economically Disadvantaged						
Student groups making AYP in each subject						

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09	Quality Review Results – 2008-09
Overall Letter Grade	Overall Evaluation:
Overall Score	Quality Statement Scores:
Category Scores:	Quality Statement 1: Gather Data
School Environment (Comprises 15% of the Overall Score)	Quality Statement 2: Plan and Set Goals
School Performance (Comprises 30% of the Overall Score)	Quality Statement 3: Align Instructional Strategy to Goals
Student Progress (Comprises 55% of the Overall Score)	Quality Statement 4: Align Capacity Building to Goals
Additional Credit	Quality Statement 5: Monitor and Revise

Note: Progress Report grades are not yet available for District 75 schools.

The CEP Snapshot, completed, has been attached to this file.

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?
-

Public School 325 is located in the vicinity of Washington Heights in Manhattan. More than 90 percent of our students are Hispanic, mainly from the Dominican Republic. The majority of our students, parents and members of the community are considered Limited English Proficient, according to our language assessment tests, home language forms and informal surveys.

P.S. 325 has adopted many different school-wide initiatives which significantly aid in our school's continuous improvement. We have spent time looking at school trends and reports from various data sources, including ARIS, NYSTART, Quality Review Findings, Inquiry Team findings and New York City Progress Report, as well as formal and informal feedback from staff and parents. Analyzing findings from these sources have led to the creation of our school wide initiatives to meet and continue to exceed these goals.

Professional Development

P.S. 325 provides differentiated professional development to all staff members. P.S. 325 plans to evaluate professional development needs of teachers through observation and collaboration. Reading and math coaches provide targeted support to teachers in the areas of: engaging and supporting all students in learning; creating and maintaining an effective environment; understanding and organizing core curriculum; planning and delivering effective instruction to meet student needs; assessing student learning; and data-driven instruction.

The Reading First/Literacy Coach ensures the proper implementation of Reading First Program mandates through observations and coaching meetings, grade level meetings, demo lessons, and professional development sessions. The Coach provides support for all teachers in planning and delivering effective instruction in Story Town Curriculum for all students based on data. She also facilitates walk-throughs and learning walks to evaluate progress of teachers. The Coach also creates weekly schedules based on the needs and programming of the teachers.

The Math Coach ensures the proper implementation of Everyday Mathematics. The coach provides resources and supports teachers in planning and delivering effective instruction using math centers, Everyday Math curriculum and supplemental games and targeted instruction aligned to the standards.

The Data Specialist and Principal regularly meet to train teachers to interpret data from all assessments, facilitate creation of goals for individual students by teachers, customize Instructionally Targeted Assessments with grade level teams, coordinate regular data meetings to analyze ongoing instruction and adjustment of goals.

Fordham P.S.O. Consultants support all teachers in implementation of curriculum, facilitate grade level and individual meetings on a regular basis. Fordham University PSO provides on-going assistance in implementation of instructional areas, support for teachers in using data driven instruction, identify school-wide needs and offer professional development opportunities in many areas. Staff are attending Grant Writing Workshops, sponsored by Fordham University to learn techniques and resources for writing grants to supplement our current instructional and enrichment programs.

We have also identified teachers who are able to support one another to serve as lead teachers in the grade and provide professional development to one another. For example, teachers are turn keying and sharing knowledge about effective implementation of ELA and Math centers to peers and colleagues. Teams of teachers are working together to share their strengths and interests and support one another.

Support personnel for school-wide initiatives, including Accelerated Reading and Accelerated Mathematics, visit the school regularly to monitor progress and implementation of those programs. Professional development is also shared from different sources, when necessary to introduce or support a new program being implemented, such as Scantron EdPerformance. Teachers are also receiving professional development on the use and understanding of the many components of the ARIS Portal.

Data Driven Instruction

In order to target the needs of all of our students, P.S. 325 has adopted several initiatives related to the use and implementation of data. Teachers are regularly analyzing data from all assessments and using it as a key factor when planning and implementing instruction. Every teacher has a data binder with assessment information for their students from all tests administered, including DIBELS, New York City Periodic Assessments, New York State Assessments in ELA, Mathematics, Social Studies and Science, Everyday Mathematics Baselines, Accelerated Reader, NYSESLAT and other in-class assessments.

Teachers have a grade-level spreadsheet where scores from all assessments administered throughout the year are recorded and kept in one place for use when planning and monitoring progress. The spreadsheet allows the teachers to, at a glance, notice class-trends. Teachers also have an assessment profile for each student. This grade specific profile is a place where teachers record the performance of students on all assessments. Three times during the year (December, February and May) this profile will be shared with the families.

In October, after teachers were given an opportunity to assess and observe their students formally and informally, teachers reviewed assessment data and established goals for all of their students on upcoming assessments. For students in the grades four and five, teachers looked at previous year state test results, portfolio pieces and student work to set goals for student's performance on the New York State test in ELA and Mathematics. Third grade teachers looked at assessment information from DIBELS, student work and observations to set goals for performance on state tests. Teachers in grades K-2 also looked at data to set goals for their students, but in a different way. Depending on the grade, teachers looked at student performance on DIBELS for literacy and Everyday Math baselines and set goals for the next administration of that subtest. In order to support these goals, teachers also identified in-class interventions that would be implemented to target the needs of different students. Goals will be shared with students and parents to create a partnership for learning. The Data Specialist and Principal regularly meets to train teachers during common planning blocks to interpret data from all assessments, facilitate creation of goals for individual students by teachers, customize Instructionally Targeted Assessments with grade level teams, coordinate bi-weekly data meetings to analyze ongoing instruction and adjustment of goals. The purpose behind data meetings is to review assessment data, as well as share best practices and ideas for next steps for students.

Each week, grade level teams of teachers meet for a three period common planning block. During this block, one period is spent looking at student work, ARIS, Acuity, MClassHome and other data that is generated. Monthly, intervention teachers who work with students within that grade meet to discuss student progress and needs. This is an important component to assure that all teachers working with a student is on the same page.

Integration of Technology, Sports and the Arts

P.S. 325 understands the importance of educating the whole child, with a focus on exposing children to not only academic programs, but technology and the arts as well. During the 2008-2009 school year, students participated in many different extra-curricular programs focused on integrating the arts in education. P.S. 325 developed a program to allow students to write and orchestrate in a theatre performance. Third, fourth and fifth grade students are given the opportunity to learn to play the guitar, clarinet and saxophone during in-school small group and after school enrichment programs. There is also a small-group and after school enrichment program that allows talented students the opportunity to investigate the visual arts. We have recently begun an After School Art Program for ELL students. These children will learn different aspects of art and movement over the course of the program. As a culmination, students will create murals to adorn the school.

To continue to enrich the active side of our students, we have an established full-time physical education program and have various sports teams for our children to be involved with. P.S. 325 was able to create a partnership with America Scores which combines poetry and soccer for our third, fourth and fifth grade students. We also have baseball teams, girls and boys basketball and cheerleading as options for our students.

We are also incorporating technology in instruction as well. There are at least two computers in every classroom, grades K-5, including special education and bilingual classes. Teachers have various computer software related to different subject areas, including bilingual literacy, ESL, writing, spelling, reading, mathematics, social studies and science. There are laptops that are rotated amongst the grade for use during research and exit projects. All fifth graders are responsible for researching and creating a power point presentation at the end of the year demonstrating what they have learned. Teachers are integrating technology in everyday instruction through the use of the IntelliBoards, research projects, typed written pieces and web quests.

Parental Involvement

P.S. 325 believes that parents are an essential component of the school community. Parents are encouraged to be active participants in the education of their children. To support this, P.S. 325 has a full-time Parent Coordinator and very active Parents Association. The Parent Coordinator and Parents Association provide regular workshops for parents on different topics, including special education, literacy and math skills and understanding data. P.S. 325 has a partnership with the YMCA to provide ESL classes to our parents. A Saturday Program has also been created to provide our parents with computer skills to become more proficient in using computers and technology taught in Spanish and English. Parents attend and assist in many different school celebrations including teacher appreciation luncheons, field trips, assemblies and performances, graduations, field day and where else necessary.

Inquiry Team

When P.S. 325 received its first Report Card, much time was spent analyzing the data to identify the needs of our students. Last year, P.S. 325's Inquiry Team has been targeting fourth through sixth grade students with a focus on English Language Arts. The target population was comprised of students who scored a Level Two on the New York State English Language Arts Assessment. The inquiry team wanted to work with students functioning outside the sphere of success, targeted reading comprehension and vocabulary development of students. Upon review, the students who were involved with the inquiry team population showed at least one year's progress on their benchmark assessments. With the original template of the inquiry team, we had a small population of teachers who were involved with the work. For this year, we have taken the same principles, but expanded upon them to get a greater number of teachers involved.

This year, we have also decided to increase the collaboration and communication of the inquiry team work by making a commitment to involve more staff members on a regular basis to make this process a school-wide priority. Rather than having 3 teams (one fourth, one fifth, one sixth) with about 15 students each, we have made the choice to identify three students per homeroom and literacy teacher. These students were identified in a similar fashion to the inquiry teams in the past. The three students identified in grades 4 and 5 scored a Level

two on the New York State English Language Arts Assessment. The three students identified in grades K-3 scored in the strategic (middle) benchmark on the DIBELS assessment. Classroom teachers, ELA intervention teachers and ESL teachers have three students they will target and monitor instruction throughout the school year.

Seventy five percent of our teachers this year will actively be involved with the inquiry team work. Our population will be broken up into four subgroups looking at similar needs: Kinder-1st grade, 2nd grade, 3rd grade and 4th-5th grade. Each grade will have a lead teacher who will meet monthly with the rest of the inquiry team. This group (comprised of Principal, Data Specialist, 1 teacher in each k-5th grades) will discuss the findings of the team, look at student work and determine next steps for instruction. It will be important for the teachers to work together to ensure vertical coherence. It is essential for the 2nd grade teachers to be well versed in the progress of the 1st and 3rd graders as well, to determine school wide trends and areas of focus, for example. Inquiry team lead teachers will work with the rest of their grade to share information discussed at the school-wide inquiry team that is specific to their grade. This will be a component of the weekly planning session of grade level teams.

The redesign of our inquiry team is an attempt to involve more teachers in the work of the inquiry team. In order to accelerate the learning of our students working below grade level, it is essential to have all teachers actively involved, targeting instruction, monitoring progress and determining next steps, and making changes when necessary, for the success of their children. The strategies teachers use to provide support to their inquiry team population are strategies that will benefit their entire class of children.

P.S. 325 has four different inquiry groups: Grades K-2, Grade 3, Grades 4-5 and Mathematics.

Grades K-2

Students are selected based on their performance on the Reading 3D and DIBELS assessment administered September-December 2009. Students who are identified as **Far Below Proficient** and **Strategic** on DIBELS were identified.

Student progress will be monitored on a monthly basis.

At the completion of each skill, students will be assessed using the End-of-Strategy Test from the CSK kit purchased.

To monitor and track student progress, a benchmark will be administered three times per year. The Reading 3D will serve as the benchmark. This will be administered January 19th-February 12th and May 17th-June 11th.

This assessment requires students to read a leveled book and then complete follow up tasks, including Oral Comprehension and Recalling/Retelling.

Our goal is to improve the comprehension of our students, as evidenced by their performance on the Reading 3D assessment.

Ninety percent of inquiry team students will demonstrate an increase in their oral and reading comprehension demonstrated by an increase in their instructional reading level on the Reading 3D assessment.

Each grade level identifies a comprehension skill that will be the focus for the month (January-June).

Each week, the IQ representative will find and organize materials from the CSK kit that is relevant to the skill chosen for the grade. IQ representatives will prepare resources from the kit and turnkey information from the bi-weekly inquiry team meeting with the grade level and intervention teachers.

Each week, the teacher will provide targeted instruction related to that skill to the three identified students in his/her inquiry group for 20-30 minutes. A schedule will be drawn up so the inquiry work is done on a weekly consistent basis and so materials can be shared with ease. (*Example, Ms. ___ also works with the inquiry population on Thursdays from 9:00-9:30. Mr. _____ always works with the inquiry population on Wednesdays, during extended day.*)

The teacher will keep all materials (resources, handouts, organizers, student work, conferencing notes, etc)

in a 2-pocket inquiry folder for that child.

The materials and resources used will be from the Options Comprehension Strategies Kit that is purchased.

Grade 3

Students are selected based on their performance on the Reading 3D and DIBELS assessment administered September-December 2009. Students who are identified as **Far Below Proficient** and **Strategic** on DIBELS were identified.

Student progress will be monitored on a monthly basis.

At the completion of each skill, students will be assessed using the End-of-Strategy Test from the CSK kit purchased.

To monitor and track student progress, a benchmark will be administered three times per year. The EdPerformance Assessment (Reading) will be administered alongside the Reading First testing windows for consistent timelines.

The assessment will be administered again January 19th-February 12th and May 17th-June 11th.

Our goal is to improve the comprehension of our students, as evidenced by their performance on the Reading 3D assessment.

Ninety percent of inquiry team students will demonstrate an increase in their oral and reading comprehension demonstrated by an increase in their scale score on the EdPerformance assessment.

Each grade level identifies a comprehension skill that will be the focus for the month (January-June).

Each week, the IQ representative will find and organize materials from the CSK kit that is relevant to the skill chosen for the grade. IQ representatives will prepare resources from the kit and turnkey information from the bi-weekly inquiry team meeting with the grade level and intervention teachers.

Each week, the teacher will provide targeted instruction related to that skill to the three identified students in his/her inquiry group for 20-30 minutes. A schedule will be drawn up so the inquiry work is done on a weekly consistent basis and so materials can be shared with ease. (*Example, Ms. ___ also works with the inquiry population on Thursdays from 9:00-9:30. Mr. ____ always works with the inquiry population on Wednesdays, during extended day.*)

The teacher will keep all materials (resources, handouts, organizers, student work, conferencing notes, etc) in a 2-pocket inquiry folder for that child.

The materials and resources used will be from the Options Comprehension Strategies Kit that is purchased.

Grades 4-5

Students are selected based on their performance on the 2009 New York State ELA Assessment.

- Level Two
- Below Target Range on Critical Analysis (as per NYSTART)

Student progress will be monitored on a monthly basis.

At the completion of each skill, students will be assessed using the End-of-Strategy Test from the CSK kit purchased.

To monitor and track student progress, a benchmark will be administered three times per year. The EdPerformance Assessment (Reading) will be administered alongside the Reading First testing windows for consistent timelines.

The assessment will be administered again January 19th-February 12th and May 17th-June 11th.

Our goal is to improve the comprehension of our students, as evidenced by their performance on the Reading 3D assessment.

Ninety percent of inquiry team students will demonstrate an increase in their oral and reading comprehension demonstrated by an increase in their scale score on the EdPerformance assessment.

Each grade level identifies a comprehension skill that will be the focus for the month (January-June).

Each week, the IQ representative will find and organize materials from the CSK kit that is relevant to the skill chosen for the grade. IQ representatives will prepare resources from the kit and turnkey information from the bi-weekly inquiry team meeting with the grade level and intervention teachers.

Each week, the teacher will provide targeted instruction related to that skill to the three identified students in his/her inquiry group for 20-30 minutes. A schedule will be drawn up so the inquiry work is done on a weekly consistent basis and so materials can be shared with ease. (*Example, Ms. ___ also works with the inquiry population on Thursdays from 9:00-9:30. Mr. _____ always works with the inquiry population on Wednesdays, during extended day.*)

The teacher will keep all materials (resources, handouts, organizers, student work, conferencing notes, etc) in a 2-pocket inquiry folder for that child.

The materials and resources used will be from the Options Comprehension Strategies Kit that is purchased.

Mathematics

Students are selected based on their performance on the 2009 New York State Math Assessment.

- Level Two
- Below Target Range on Number Sense (as per NYSTART)

Student progress will be monitored on a monthly basis.

Students will complete a problem solving/number sense task which is scored alongside a relevant rubric.

To monitor and track student progress, a benchmark will be administered three times per year. The EdPerformance Assessment (Math) will be administered alongside the Reading First testing windows for consistent timelines.

The assessment will be administered again January 19th-February 12th and May 17th-June 11th.

Our goal is to improve the number sense and problem solving skills of our students, as evidenced by their performance on a math assessment.

Ninety percent of inquiry team students will demonstrate an increase in their math comprehension demonstrated by an increase in their scale score on the EdPerformance assessment.

The math intervention teachers will be focusing on building number sense and understanding and solving multi-step problems.

Each week, the IQ representative will find and organize materials from the resources purchased that is relevant to the math skill chosen for the grade. IQ representatives will prepare a pacing calendar and turnkey information from the bi-weekly inquiry team meeting with the grade level and intervention teachers.

Students will be using three workbooks: Focus on Building Number Sense, Step-by-Step Math Understanding and Solving Word Problems and Figure it Out: Thinking like a Math Problem Solver.

Each week, the teacher will provide targeted instruction related to that skill to the three identified students in his/her inquiry group for 20-30 minutes. A schedule will be drawn up so the inquiry work is done on a weekly consistent basis and so materials can be shared with ease. (*Example, Ms. ___ also works with the inquiry population on Thursdays from 9:00-9:30. Mr. _____ always works with the inquiry population on Wednesdays, during extended day.*)

The teacher will keep all materials (resources, student work, conferencing notes, workbooks, etc) in a 2-pocket inquiry folder for that child.

The materials and resources used will be from three workbooks that are purchased.

Literacy Program

Our school has been awarded the Reading First Grant under the No Child Left Behind legislation. The purpose of Reading First is to ensure that all children read well by the end of third grade so that they are well prepared to achieve their full academic potential. Reading First involves the implementation of scientifically based reading research through strategic, systematic professional development which: prepares teachers in the five essential components of reading instruction; enhances teachers' ability to implement early intervention and remediation programs; facilitates the use of assessment data to inform instruction and meet the needs of all students, especially struggling readers; provides ongoing guidance and support for teachers through coaching.

Reading First promotes high quality, effective reading instruction through assessment, instructional materials grounded in scientifically based reading research, technical assistance and well-designed on-going professional development. Reading First research promotes the five essential components of effective reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension. To ensure that children learn to read well, explicit and systematic instruction must be provided in these five areas.

Teachers implemented centers in their classroom to differentiate instruction and provide appropriate support aligned to the targeted needs of students, as identified by the data. Reading First teachers utilize the StoryTown program which has a comprehensive program with all necessary components, with resources provided including: guided practice activities, independent practice activities, independent learning center activities, decodable books, practice books, additional support activities, intervention resource kits, English Language Learners Resource kits, spelling practice books, phonics practice books, guiding reading libraries and books for all learners, to meet the various needs and components during the literacy block.

In order to keep our curriculum consistent, P.S. 325 has also adopted the StoryTown program in grades four and five. Teachers have similar resources and implement learning centers for students. During the second period of the literacy block, the homeroom teachers are providing small group targeted instruction through guided reading and various centers related to targeted needs of students, including test prep, skill-builders, ACUITY worksheets or instructional resources and using the StoryTown intervention kit. This model is consistent with the one being utilized in the Reading First grades to create a cohesive literacy program throughout the building.

Struggling students in all grades are receiving additional support as needed from an intervention/differentiation teacher. During the first period of the literacy block in grades 1-3, the homeroom teacher is teaching a whole-group lesson following the Story Town/Reading First mandates. The intervention teacher teaches the same content, in a small group, at an appropriate level for students who are identified as at risk. During the second period of the literacy block, the differentiation and homeroom teachers are providing small group targeted instruction through guided reading and various Reading First stations. In kindergarten and grades 4 and 5, students are also receiving additional support, by through a pull-out program, implementing Passport Voyager and/or the StoryTown Intervention Kit.

Systematic professional development is provided to teachers in Reading First grades in a differentiated manner. The Building Reading First/Literacy Coach, Fordham PSO Consultant and Data Specialist provide targeted professional development in order to meet the needs of teachers and students in various ways. Teachers review the data of students from DIBELS, Periodic Assessments, and StoryTown benchmark assessments with the Principal, Reading First/Literacy Coach and Data Specialist to set goals for students and identify in-class interventions to target the needs of individual students. The MClasshome website and Palm Pilots are used to track the progress, group students according to skills and explore resources for suggested learning activities. Staff participate in observations by taking part in inter-class visitations, learning walks, walk-throughs and demonstration lessons by colleagues and specialists. The three period common planning block is a helpful time for all teachers on the grade level to collaborate and plan lessons relevant to StoryTown, guided reading and best practices in literacy.

Periodic Assessments

FALL 2009

Student progress is assessed and monitored on a regular basis. Students in grades k-3 are administered the DIBELS and Reading3D assessment three times per year (Fall, Winter and Spring). In the upper grades, P.S. 325 has adopted the New York City Periodic Assessment program. The periodic assessments are administered several times per year in order to provide timely and detailed information about student strengths and weaknesses so teachers can provide targeted intervention to support students and identify ways to move them forward toward success. In literacy, students will be administered a predictive assessment in January, six-eight weeks before the state test, which looks similar to the state test to provide practice and give teachers an idea as to what students are still struggling with before the test.

Twice during the year, in November and March, students will administered Instructionally Targeted Assessments (ITAS). This year, teachers opted to use genre based ITAS for the first administration (persuasive essays and feature articles) and will customize for the second one. Teachers received professional development in accessing the various reports generated by the ACUITY system (class analysis, class roster report, individual student reports, distracter analysis and item skill analysis) and meet frequently with grade level teams, Principal and Data Specialist to continue setting goals and implementing next steps as identified by the assessments. Teachers use this information to assign skills for students to practice online at home and using school computers and create worksheets for review for small group or independent practice.

DIBELS

*Dynamic Indicators of Basic Early Literacy Skills
Fall 2009 Administration*

	Intensive	Strategic	Benchmark
P.S. 325 Overall	29%	30%	41%
Kindergarten			
<i>Grade Level</i>	13%	58%	29%
K010	13%	73%	14%
K011	15%	54%	31%
K012	0%	50%	50%
K021	13%	52%	35%
Overall, 29% of kindergarten students reached literacy benchmark standards in Fall 2009, as determined by DIBELS.			
First Grade			
<i>Grade Level</i>	34%	25%	41%
101	24%	20%	56%
102	32%	26%	42%
103	44%	22%	34%
121	41%	33%	23%
Overall, 41% of first grade students reached literacy benchmark standards in Fall 2009, as determined by DIBELS.			
Second Grade			
<i>Grade Level</i>	43%	18%	39%
201	36%	9%	55%
202	43%	29%	55%
203	73%	18%	9%
221	33%	19%	48%
Overall, 39% of second grade students reached literacy benchmark standards in Fall 2009, as determined by DIBELS.			
Third Grade			
<i>Grade Level</i>	17%	22%	61%
301	0%	28%	72%
302	12%	12%	76%
321	35%	26%	39%
Overall, 61% of third grade students reached literacy benchmark standards in Fall 2009, as determined by DIBELS.			

New York City Periodic Assessments
ELA Predictive Assessment, June 2009

<i>Average Student Performance</i>	
Fourth Grade	
<i>Overall</i>	57%
401	67%
402	60%
421	40%
Fifth Grade	
<i>Overall</i>	53%
501	55%
502	57%
521	45.8%
<i>*Reflects current class rosters</i>	

Accelerated Reading

P.S. 325 understands the importance of independent reading as part of a comprehensive literacy curriculum. All classrooms in grades K-5, including bilingual and special education, are filled with leveled libraries of books for children to read independently. Classroom teachers model strategies that develop specific students' reading skills that are later practiced independently on their own individual reading levels. Students choose books according to their reading levels and their own interests. Each classroom has been provided with a rich library that will contain a variety of books on different themes, topics and genres. The teachers have leveled the books according to the Fountas and Pinnel guidelines and have correlated them to the Accelerated Reading ZPD ranges. During independent reading time, teachers conference with students individually or by small groups to provide additional support and/or clarify directions, as well as monitor their progress.

P.S. 325 received a grant from the Carmel Hill Fund to incorporate the Accelerated Reading program in all classes. Students' reading levels are assessed at the beginning of the year through a computer-adaptive diagnostic and books are assigned accordingly. Students choose books from the classroom and school library which are all labeled according to the Accelerated Reading ZPD scale. After students read their books, they are able to take a quiz on the computer which assesses their comprehension of the story. Teachers are able to monitor the progress of the students through the various reports available on the Accelerated Reading website. At data meetings, progress of individual students and classes is shared with teachers. Teachers share best practices and suggestions for new ideas for implementation of the program. At the end of the year, students are assessed again using the computer-adaptive diagnostic to measure the growth developed throughout the school year.

To continue and enforce the work of this program, P.S. 325 received a supplemental grant from the Carmel Hill Fund to host an after school program using Accelerated Reader, focusing again on independent reading, guided reading and read alouds. This after school expanded from last year's, now giving us the opportunity to invite 130 students in grades 1-5. Students take quizzes everyday to assess their comprehension and understanding of their reading.

Teachers establish goals for the reading progress of their classes. Classes are given the opportunity to reach Master and Model Status from the Renaissance Program. Classes who achieve this classification receive incentives and resources to use in their classroom. Last year, P.S. 325 had seven teachers reach this certification level. For the 2009-2010 school year, our goal is to have 14 teachers become Model and Master Certified.

Writing Program

P.S. 325 has created our own writing program, which is a combination of the Accelerated Writing Program and StoryTown curriculum. Teachers met over the summer to plan appropriate writing tasks that they felt would support the curriculum and needs of the students. Portfolio tasks were created to show the development and each stage of the writing process. Pieces of each component of the writing process, including graphic organizers, rough drafts and published pieces are displayed in the students' portfolios. Students observe and practice writing skills modeled by their teachers and keep a writer's journal with seed ideas that will later be extended and transformed in different writing pieces of various genres. In order to assure writing is a key component in the literacy instruction of students, P.S. 325 has decided to opt for an eight-period day this year. This additional instructional period will allow for a writing period as a crucial part of the literacy block.

A school wide writing policy has been established and shared with all teachers and students. The writing policy (see attached) is a listing of expectations for each grade level, during different times of the school year. It outlines the expectations of sight words, paragraph structure, sentence expectations and time on task.

P.S. 325 SCHOOL WIDE WRITING POLICY

Grade	Dolch Sight Word Quota by the end of the year	September to the end of November	December to the end of February	March to the end of June
K	92 words	<ul style="list-style-type: none"> • Students can write their names • They write starting on the left side of the page • They use sight words to write simple sentences with the same beginning phrase • Inventive spelling • Drawings and words correlate • They may use symbols or made up letters in their writing 	<ul style="list-style-type: none"> • Students use word wall to write 1-3 complete sentences • They recognize every letter in the alphabet with the appropriate sound • They recognize targeted beginning, ending chunks (ie, -ing, -at, etc) • They use inventive spelling to write words that aren't on the word wall • They are stretching, blending, decoding and chunking on a regular basis • They use only real letters in their writing • They look around the room to find words for their spelling 	<ul style="list-style-type: none"> • Students write 3-5 sentences with scaffolding • They use capitals for proper nouns • They have a wide variety of vocabulary, including sight words, commercial vocabulary, and other words they write on a regular basis • Students can use a graphic organizer which includes words and drawings/pictures • Students can compare and contrast two things
First Grade	133 words	<ul style="list-style-type: none"> • Students write approximately 3-5 sentences • They use their environment to find words for 	<ul style="list-style-type: none"> • Students indent paragraphs • They write 5-7 sentences • They experiment with grammar, 	<ul style="list-style-type: none"> • Students begin to write more than one paragraph • They can write about 10+

		<p>their writing</p> <ul style="list-style-type: none"> • They use a graphic organizer that combines words and drawings/pictures to collect and organize ideas or seeds for their writing 	<p>tenses and punctuation</p> <ul style="list-style-type: none"> • They are using words from their independent reading in their own writing • They are writing independently for 10-15 minutes 	<p>sentences</p> <ul style="list-style-type: none"> • They use detail in their writing • They are writing independently for 15+ minutes
Second Grade	179 words	<ul style="list-style-type: none"> • Students write two paragraphs, approximately five sentences in each • They indent paragraphs and use margins effectively • Graphic organizers are used to collect seeds and organize ideas and there are few pictures/drawings in the organizer • Students use details and beautiful language in their writing • Words like “sad”, “mad”, etc are replaced with “devastated” and “frustrated”, etc 	<ul style="list-style-type: none"> • Students begin to write three paragraphs, approximately five sentences each • They include dialogue in their writing if necessary • Graphic organizers contain no pictures/drawings • Student writing contains a beginning, middle and end • Students can support their opinions with text, ideas, and opinions from other sources • Students can compare and contrast more than two things • Talk bubbles with captions • They are writing independently for 15-20 minutes 	<ul style="list-style-type: none"> • Writing extends to four paragraphs • Content of paragraphs is focused • Students are able to focus and elaborate on one topic or continuous story • Students can self edit and peer edit • Students can use resources to help them get information for their expository writing • They are writing independently for 20+ minutes
Third	220 words at a	<ul style="list-style-type: none"> • Students can 	<ul style="list-style-type: none"> • Students start to 	<ul style="list-style-type: none"> • Students are

Grade	bare minimum	<p>write four paragraphs</p> <ul style="list-style-type: none"> • Introduction, body and conclusion are clearly defined • They continue their practice with expository writing • Students can use a wide variety of graphic organizers to help them plan their writing 	<p>bulk up their paragraphs in expository writing with details and textual support</p> <ul style="list-style-type: none"> • They can formulate an opinion and back it up • They write five or more sentences in each paragraph • They use a wide variety of punctuation 	<p>writing five or more paragraphs</p> <ul style="list-style-type: none"> • They are writing independently for 25-30 minutes
Fourth Grade		<ul style="list-style-type: none"> • Students can write at least 5 paragraphs • They use detail and description • Wide vocabulary from various sources is utilized for their writing • They are comfortable with writing conventions to experiment or “write outside the box” in writer’s workshop 	<ul style="list-style-type: none"> • In writers workshop, students can write inside drawings • They are writing more than one page • They can write independently for 35 minutes • They gather information for expository writing • They are using figurative language 	<ul style="list-style-type: none"> • Students are writing simple essays (approximately 2 pages) • Their writing contains age appropriate vocabulary from content areas as well as from their environment • Opinions are well formed • They can write in script • They can compare and contrast three or four things • Their writing is focused and cohesive
Fifth Grade		<ul style="list-style-type: none"> • Students can write strong introductions and conclusions 	<ul style="list-style-type: none"> • Students can write for more than 40 minutes • Students self- 	<ul style="list-style-type: none"> • Writing is structured • Content is focused and

		<ul style="list-style-type: none"> • Students can thoroughly research a topic, organize the information and use it to formulate a hypothesis and draw conclusions • Students are writing six or more paragraphs • Students are familiar with the format of a news paper and other non-fiction materials and can model their writing from these texts • Students can model their writing of other mentor texts 	<p>monitor and self-correct their writing</p> <ul style="list-style-type: none"> • Students know that it is the quality of writing that is important, not the quantity • Students are writing six or more paragraphs • Students are using figurative language 	<p>full of detail</p> <ul style="list-style-type: none"> • Students are writing 45 minutes or more • They are using dictionaries and the thesaurus to help with word selection • They are using multiple sources to provide detail to their writing.
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Support for At-Risk Students

P.S. 325 tracks the progress and performance of all students, including English Language Learners and students with IEPs, on all assessments, including DIBELS, NYC Periodic Assessments, Accelerated Reading and in class work. Performance and growth is monitored by teachers to determine appropriate interventions for all students, especially those who are identified at-risk and in the bottom one third. Students who are considered at-risk according to their scores have received additional support from classroom and intervention teachers. The intervention teachers provide targeted students with instruction on their academic level. In grades one-three, during the first period of the literacy block, the intervention teacher teaches the same content at an appropriate level for the at-risk students, as the homeroom teacher. During the second period, the homeroom and intervention teacher provide small group, individualized instruction to various groups of students using various programs, specifically the Story Town Intervention Station. In grades k, 4 and 5, intervention teachers are supporting students in a pull-out program, using Passport Voyager and/or StoryTown Intervention kit to provide support to students according to their academic needs. Teachers are held accountable for a group of students who are listed as priority. They will track their progress throughout the year to move them out of the at risk area, or add other students as the need arises throughout the school year.

AIS teachers maintain logs of activities of services for their students. Students entitled to related services, according to their IEP, received the appropriate services via the providers of such services including: speech, hearing, counseling, SETTS, OT, etc.

Students are also receiving at-risk counseling, as necessary through social workers and guidance counselors.

Literacy Goal

All our students, including English Language Learners and students with IEPs, will become more effective communicators in English, through the continuous development and improvement of instructional practices in order to assist them to reach and exceed the New York State Language Arts Standards.

Objectives:

- To increase the percentage of students who make at least one year's progress in the area of literacy as demonstrated by the New York State English Language Arts Assessment in grades four and five.
- Eighty percent of students in grades K-2 will be identified in the Strategic Levels and/or Benchmark Levels in June 2010.
- To provide teachers with support using their data as a key component in instruction and planning to monitor and track the progress of all students.

New York State English Language Arts Assessment, January 2009

The school-wide initiatives that were implemented in the area of literacy, including analyzing data to drive instruction, implementation of the writing program aligned to StoryTown Curriculum and Units of Study, use of Accelerated Reading to monitor comprehension and independent reading, professional development provided by Coaches and Consultants, data specialist and other support staff, implementation of strategies with inquiry team target population, monitoring of student progress through portfolio tasks, DIBELS and ACUITY Periodic Assessments, goal setting and targeted interventions based on student needs, had a significant impact on the performance of students on the 2009 New York State English Language Arts Assessment. Continuing the implementation of our initiatives will enhance the opportunity to reach our goals set for the 2009-2010 school year.

According to our New York City Progress Report, 46.6% of our students performed at proficient levels of three and four. This was an increase of 15% from our 2007-2008 Progress Report. The median student proficiency was 2.94, nearly a Level three. In 2007-2008, our proficiency rating was only 2.76. As our population of Level three students are increasing, the progress of our students is also increasing. This year 78.3% of our students

made at least one year's progress. Our at-risk students made significant gains, with the average change for Level One and Two students was 0.41.

P.S. 325 also receive additional credit due to the exemplary proficiency gains in English Language Arts demonstrated by our English Language Learners, Special Education students and Hispanic Students in the Lowest Third Citywide.

2009 New York State English Language Arts Data Analysis

School wide Data from 2008-2009:

Levels One and Two	Levels Three and Four
53.4%	46.6%

In the spring of 2009, after receiving our data reports, we closely analyzed the results of the English Language Arts Assessment to determine school wide needs and plan initiatives accordingly. To better serve our teachers and student population, we closely looked at the data of the students again in the fall of 2009 who were making up our current classes for the 2009-2010 school year to look specifically at class and grade level trends. This was especially important in understanding the current population, taking into account students who transferred and admitted during the summer months and the loss of our fifth and sixth grade students who graduated in June.

Student Performance

Grade and Class Level Data, Reflecting our Current Class Make-Up:

Fourth Grade

Level One	Level Two	Level Three	Level Four
9%	52%	39%	0%

Thirty-nine percent of our current fourth grade students are proficient in English Language Arts, as demonstrated by performance on the New York State English Language Assessment, administered in January 2009.

Class 401

Level One	Level Two	Level Three	Level Four
4%	42%	54%	0%

Fifty-four percent of students currently in Class 401 are proficient in English Language Arts, as demonstrated by performance on the New York State English Language Arts Assessment, administered in January 2009.

Class 402

Level One	Level Two	Level Three	Level Four
4%	48%	48%	0%

Forty-eight percent of students currently in Class 402 are proficient in English Language Arts, as demonstrated by performance on the New York State English Language Arts Assessment, administered in January 2009.

Class 421

Level One	Level Two	Level Three	Level Four
24%	70%	6%	0%

Six percent of students currently in Class 421 (Fourth grade transitional bilingual) are proficient in English Language Arts, as demonstrated by performance on the New York State English Language Arts Assessment, administered in January 2009.

Fifth Grade

Level One	Level Two	Level Three	Level Four
14%	49%	37%	0%

Thirty-seven percent of our current fifth grade students are proficient in English Language Arts, as demonstrated by performance on the New York State English Language Assessment, administered in January 2009.

Class 501

Level One	Level Two	Level Three	Level Four
0%	29%	71%	0%

Seventy-one percent of students currently in Class501 are proficient in English Language Arts, as demonstrated by performance on the New York State English Language Arts Assessment, administered in January 2009.

Class 502

Level One	Level Two	Level Three	Level Four
20%	40%	40%	0%

Forty percent of students currently in Class 502 are proficient in English Language Arts, as demonstrated by performance on the New York State English Language Arts Assessment, administered in January 2009.

Class 521

Level One	Level Two	Level Three	Level Four
21%	79%	0%	0%

Zero percent of students currently in Class 521 (Fifth grade transitional bilingual) are proficient in English Language Arts, as demonstrated by performance on the New York State English Language Arts Assessment, administered in January 2009.

Student Progress

Rather than simply looking at the percentage of students who are at grade level, as demonstrated by their performance (Levels 1, 2, 3 and 4) on the New York State Performance, we are also analyzing student progress. According to our New York City Progress Report, the average change of our Level 1 and Level 2 students was 0.41. The average change of our Level 3 and 4 students was 0.03. Looking at the change in performance ratings gives us another source of data to focus on when planning school wide initiatives. Our subgroups of English Language Learners, Special Education Students and Hispanic students in the lowest third citywide, also made exemplary progress.

Fifth Grade Overall	
Decrease in Performance Rating	30%
Increase in Performance Rating (0.0-0.49)	55%
Exceptional Increase in Performance Rating (0.5 or greater)	15%

Overall, 70% of our fifth graders made at least one year's progress on the 2009 New York State English Language Assessment, compared to their performance on the 2008 assessment.

Class 501	
Decrease in Performance Rating	21%
Increase in Performance Rating (0.0-0.49)	50%
Exceptional Increase in Performance Rating (0.5 or greater)	29%

Overall, 79% of students in Class 501 made at least one year's progress on the 2009 New York State English Language Assessment, compared to their performance on the 2008 assessment.

Class 502	
Decrease in Performance Rating	43%
Increase in Performance Rating (0.0-0.49)	43%
Exceptional Increase in Performance Rating (0.5 or greater)	14%

Overall, 57% of students in Class 502 made at least one year's progress on the 2009 New York State English Language Assessment, compared to their performance on the 2008 assessment.

Class 521	
Decrease in Performance Rating	25%
Increase in Performance Rating (0.0-0.49)	75%
Exceptional Increase in Performance Rating (0.5 or greater)	0%

Overall, 75% of students in Class 521 made at least one year's progress on the 2009 New York State English Language Assessment, compared to their performance on the 2008 assessment.

Looking at Our Subgroups

To better understand the trends which drive our initiatives, it is necessary to look at the performance and progress of certain subgroups to determine patterns and needs. We looked at the student performance from the following subgroups: boys/girls, ELL students, students with IEPs and ethnicity.

Gender

Grade Five:

	Level One	Level Two	Level Three	Level Four
Male	7%	24%	20%	0%
Female	7%	27%	15%	0%

Looking at our population of our students who are proficient in English Language Arts, demonstrated by their performance on the New York State ELA Assessment, overall, 20% are male and 15% are female.

Fifty-percent of our fifth grade population is male, fifty percent are female. Within that subgroup, we found the following:

	Level One	Level Two	Level Three	Level Four
Male Performance	14%	48%	38%	0%

Thirty-eight percent of our male are proficient in English Language Arts, as demonstrated by their performance on the New York State ELA Assessment.

	Level One	Level Two	Level Three	Level Four
Female Performance	15%	55%	30%	0%

Thirty percent of our females are proficient in English Language Arts, demonstrated by their performance on the New York State ELA Assessment.

Looking at our gender subgroups, we notice that there is not much difference in the performance of boys and girls on the ELA assessment.

Ethnicity

While P.S. 325 has students of different ethnicities, including Black/African American, White and Asian, over 90 percent of our total population is Hispanic/Latino.

Grade Five:

	Level One	Level Two	Level Three	Level Four
Hispanic/Latino	14%	49%	32%	0%
Black/African American	0%	2.5%	2.5%	0%

Note: Only two students are included as part of our Black/African American subgroup in grade five.

Looking at our population of our students who are proficient in English Language Arts, demonstrated by their performance on the New York State ELA Assessment, overall, 32% are Hispanic and 2.5% are Black/African American.

Ninety-five percent of our fifth grade population is Hispanic, five percent are Black/African American.

Because over ninety percent of our students are of the same ethnicity, it is difficult to determine performance trends of different ethnic groups.

Students with IEPS

Grade Five:

	Level One	Level Two	Level Three	Level Four
Students with IEPS	2.5%	5%	2.5%	0%
Students without IEPS	12%	46%	32%	0%

Looking at our population of our students who are proficient in English Language Arts, demonstrated by their performance on the New York State ELA Assessment, overall, 2.5% are students with IEPS.

There are four students in the fifth grade with Individualized Education Plans, so there is not a large population to locate trends within. However, within that subgroup, we found the following:

	Level One	Level Two	Level Three	Level Four
Students with IEPS	25%	50%	25%	0%

Twenty five percent of our population with IEPS are proficient in English Language Arts, as demonstrated by their performance on the New York State ELA Assessment.

English Language Learners

Grade Five:

	Level One	Level Two	Level Three	Level Four
English Language Learners	10%	32%	0%	0%
Non-English Language Learners	5%	20%	34%	0%

Looking at our population of English Language Learners, we observed that our students who were not ELLs outperformed our ELLs. Of the students who are currently ELLs, no one was proficient in English Language Arts. However, former ELLs, or students who scored Proficient on the NYSESLAT administered in May 2009 did display English Language Arts Mastery by scoring Levels Three and Four on the assessment.

Mathematics Program

Following the Everyday Mathematics for Grades K-5, we have provided students with a strong foundation in basic math skills, through the development of their ability to solve complex mathematical problems, and the application of mathematical reasoning to real-world situations. There will be a daily math block that includes a mini-lesson, accountable talk, independent and/or small group practice, centers, conferencing and sharing time. The use of manipulative materials and games will be highly recommended and monitored to offer students concrete, visual representations of the skills and prior to moving into abstraction.

Every classroom has a designated math area. Our math program is aligned to Everyday Mathematics in grades K-5. This program provides a strong foundation in basic math skills, while it develops students' ability to solve complex mathematical problems, reason mathematically and apply math concepts to real world situations. Teachers are encouraged to differentiate instruction through the use of small cooperative learning group activities formed by students with similar needs. By doing this, they are able to provide the necessary Tier One, in class interventions to their students.

Students who are identified as at-risk in grades two through five are receiving additional support in mathematics. Students are receiving math intervention through the pull-out model targeting the needs of students. Teachers are identifying the skills that students need additional support in and provide intervention using manipulatives, Everyday Math games and Accelerated Mathematics.

Mathematics Periodic Assessments

Similarly to English Language Arts, students will be administered periodic assessments in mathematics. The periodic assessments are administered several times per year in order to provide timely and detailed information about student strengths and weaknesses so teachers can provide targeted intervention to support students and identify ways to move them forward toward success. In math, students will be administered a predictive assessment in January-February, six-eight weeks before the state test, which looks similar to the state test to provide practice and give teachers an idea as to what students are still struggling with before the test.

Twice during the year, in November and March, students will be administered Instructionally Targeted Assessments (ITAS). Unlike the ELA ones, our teachers opted against customizing the ITAS given to students. There were ITAS available that were aligned to the pacing calendar of the current curriculum PS 325 follows, Everyday Mathematics. Teachers received professional development in accessing the various reports generated by the ACUITY system (class analysis, class roster report, individual student reports, distracter analysis and item skill analysis) and met frequently with grade level teams, Principal and Data Specialist to continue setting goals and implementing next steps as identified by the assessments. Teachers use this information to assign skills for students to practice online at home and using school computers and create worksheets for review for small group or independent practice.

New York City Periodic Assessments *Math Predictive Assessment, June 2009*

<i>Average Student Performance</i>	
Fourth Grade	
<i>Overall</i>	67%
401	71%
402	68%
421	60%

Fifth Grade	
<i>Overall</i>	59%
501	66%
502	57%
521	52%
<i>*Reflects current class rosters</i>	

Aside from the New York City Periodic Assessments in mathematics that is administered to all students in testing grades, P.S. 325 also provides Everyday Math periodic assessments to monitor student progress throughout the year. Assessments are administered three times per year aligned to the curriculum expectations of students using Assessment Handbooks and CDS. The tests are administered in English or Spanish, depending on the language of math instruction in the classroom. This assessment procedure is crucial, especially in the lower grades where there is no formal math assessment to assess the math skills of our younger students.

Teachers record the results from periodic assessments on their data spreadsheet and identify targeted areas of focus for individual children. Teachers use these assessments to set goals for their students in mathematics and plan for the implementation of in-class tier one interventions.

Every student has a mathematics portfolio that is a comprehensive display of student work throughout the year in mathematics. Portfolio tasks have been designed aligned to the EDM units of instruction, New York State standards and needs of students. EDM end of unit assessments are also included in the portfolio. Other tasks representing the content are also present to display student work.

Mathematics Goal

To implement a comprehensive mathematical program in which students' critical thinking and reasoning skills will be developed through the proper execution of the Everyday Mathematics Program in grades K-5.

Objectives:

- Seventy-five percent of grade four and five teachers will use item analysis data from the New York State exams and spring math predictives to inform instruction.
- Students in Grades K-5 will be able to apply knowledge acquired through the use of concrete materials to abstract mathematical processes, as demonstrated in the unit and teacher-made tests.

New York State Mathematics Assessment March 2009

According to the New York City Progress Report, 71.5% of our students performed at proficient levels of three and four. The median proficiency rating was 3.28, an increase from last year's 3.13. Looking at our student data, we discovered that 64.1% of our students made at least one years progress. This was a significant gain for our at-risk students. The average progress of students scoring in Levels One and Two had an average increase of 0.41, which is a considerable gain.

Besides looking simply at the progress and performance of our students, we felt it was necessary to take a closer look at the actual information that was generated. Principals, Fordham PSO, Data Specialist and classroom teachers looked at the reports that were provided by Central. These reports shared item analysis and specific performance indicator information of the performance of our students. Looking at this information, we determined that the students showed consistently poor performance on questions within both short answer and constructed response questions that required mastery of number sense and operations. This is information that will be key in our initiatives and implementation of math program to effect the data from 2009-2010.

2009 New York State Mathematics Data Analysis

School wide Data from 2008-2009:

Levels One and Two	Levels Three and Four
28.5%	71.5%

In the spring of 2009, after receiving our data reports, we closely analyzed the results of the Mathematics Assessment to determine school wide needs and plan initiatives accordingly. To better serve our teachers and student population, we closely looked at the data of the students again in the fall of 2009 who were making up our current classes for the 2009-2010 school year to look specifically at class and grade level trends. This was especially important in understanding the current population, taking into account students who transferred and admitted during the summer months and the loss of our fifth and sixth grade students who graduated in June.

Student Performance

Grade and Class Level Data, Reflecting our Current Class Make-Up:

Fourth Grade

Level One	Level Two	Level Three	Level Four
1%	7%	80%	12%

Ninety-two percent of our current fourth grade students are proficient in Mathematics, as demonstrated by performance on the New York State Assessment, administered in March 2009.

Class 401

Level One	Level Two	Level Three	Level Four
0%	11%	70%	19%

Eighty-nine percent of students currently in Class 401 are proficient in Mathematics, as demonstrated by performance on the New York State Assessment, administered in March 2009.

Class 402

Level One	Level Two	Level Three	Level Four
0%	4%	84%	12%

Ninety-six percent of students currently in Class 402 are proficient in Mathematics, as demonstrated by performance on the New York State Assessment, administered in March 2009.

Class 421

Level One	Level Two	Level Three	Level Four
5%	5%	90%	0%

Ninety percent of students currently in Class 421 (Fourth grade transitional bilingual) are proficient in Mathematics, as demonstrated by performance on the New York State Arts Assessment, administered in March 2009.

Fifth Grade

Level One	Level Two	Level Three	Level Four
7%	14%	65%	14%

Seventy-nine percent of our current fifth grade students are proficient in Mathematics, as demonstrated by performance on the New York State Assessment, administered in March 2009.

Class 501

Level One	Level Two	Level Three	Level Four
0%	14%	71%	14%

Eighty-five percent of students currently in Class501 are proficient in Mathematics, as demonstrated by performance on the New York State Assessment, administered in March 2009.

Class 502

Level One	Level Two	Level Three	Level Four
12%	0%	63%	25%

Eighty-eight percent of students currently in Class 502 are proficient in Mathematics, as demonstrated by performance on the New York State Assessment, administered in March 2009.

Class 521

Level One	Level Two	Level Three	Level Four
7%	29%	64%	0%

Sixty-four percent of students currently in Class 521 (Fifth grade transitional bilingual) are proficient in Mathematics, as demonstrated by performance on the New York State Assessment, administered in March 2009.

Student Progress

Rather than simply looking at the percentage of students who are at grade level, as demonstrated by their performance (Levels 1, 2, 3 and 4) on the New York State Performance, we are also analyzing student progress. According to our New York City Progress Report, the average change of our Level 1 and Level 2 students was also 0.41, the same as English Language Arts. The average change of our Level 3 and 4 students was 0.00. Looking at the change in performance ratings gives us another source of data to focus on when planning school wide initiatives. Our subgroups of English Language Learners and Special Education Students also made exemplary progress.

Fifth Grade Overall	
Decrease in Performance Rating	50%
Increase in Performance Rating (0.0-0.49)	46%
Exceptional Increase in Performance Rating (0.5 or greater)	4%

Overall, 54% of our fifth graders made at least one year's progress on the 2009 New York State Math Assessment, compared to their performance on the 2008 assessment.

Class 501	
Decrease in Performance Rating	50%
Increase in Performance Rating (0.0-0.49)	42%
Exceptional Increase in Performance Rating (0.5 or greater)	8%

Overall, 50% of students in Class 501 made at least one year's progress on the 2009 New York State Mathematics Assessment, compared to their performance on the 2008 assessment.

Class 502	
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Decrease in Performance Rating	36%
Increase in Performance Rating (0.0-0.49)	57%
Exceptional Increase in Performance Rating (0.5 or greater)	7%

Overall, 64% of students in Class 502 made at least one year's progress on the 2009 New York State Math Assessment, compared to their performance on the 2008 assessment.

Class 521	
Decrease in Performance Rating	62%
Increase in Performance Rating (0.0-0.49)	38%
Exceptional Increase in Performance Rating (0.5 or greater)	0%

Overall, 38% of students in Class 521 made at least one year's progress on the 2009 New York State Math Assessment, compared to their performance on the 2008 assessment.

Looking at Our Subgroups

To better understand the trends which drive our initiatives, it is necessary to look at the performance and progress of certain subgroups to determine patterns and needs. We looked at the student performance from the following subgroups: boys/girls, ELL students, students with IEPs and ethnicity.

Gender

Grade Five:

	Level One	Level Two	Level Three	Level Four
Male	2%	5%	36%	7%
Female	5%	10%	31%	5%

Looking at our population of our students who are proficient in Mathematics, demonstrated by their performance on the New York State Assessment, overall, 43% are male and 36% are female.

Fifty-percent of our fifth grade population is male, fifty percent are female. Within that subgroup, we found the following:

	Level One	Level Two	Level Three	Level Four
Male Performance	5%	10%	71%	14%

Eighty-five percent of our male are proficient in Mathematics, as demonstrated by their performance on the New York State Assessment.

	Level One	Level Two	Level Three	Level Four
Female Performance	10%	20%	60%	10%

Seventy percent of our females are proficient in Mathematics, demonstrated by their performance on the New York State Assessment.

Looking at our gender subgroups, we notice that there was a slight difference in the performance of boys and girls on the math assessment, with our boys over performing our girls.

Ethnicity

While P.S. 325 has students of different ethnicities, including Black/African American, White and Asian, over 90 percent of our total population is Hispanic/Latino.

Grade Five:

	Level One	Level Two	Level Three	Level Four
Hispanic/Latino	7%	14%	58%	14%
Black/African	0%	0%	7%	0%

American				
<i>Note: Only two students are included as part of our Black/African American subgroup in grade five.</i>				

Looking at our population of students, we observe that our entire Black/African American subgroup is proficient in mathematics.

Ninety-five percent of our fifth grade population is Hispanic, five percent are Black/African American.

Because over ninety percent of our students are of the same ethnicity, it is difficult to determine performance trends of different ethnic groups.

Students with IEPS

Grade Five:

	Level One	Level Two	Level Three	Level Four
Students with IEPS	2%	2%	5%	0%
Students without IEPS	5%	12%	62%	12%

Looking at our population of our students who are proficient in Mathematics, demonstrated by their performance on the New York State Assessment, overall, 5% are students with IEPS.

There are four students in the fifth grade with Individualized Education Plans, so there is not a large population to locate trends within. However, within that subgroup, we found the following:

	Level One	Level Two	Level Three	Level Four
Students with IEPS	25%	25%	50%	0%

Fifty percent of our population with IEPS are proficient in Mathematics, as demonstrated by their performance on the New York State Assessment.

English Language Learners

Grade Five:

	Level One	Level Two	Level Three	Level Four
English Language Learners	5%	12%	24%	0%
Non-English Language Learners	2%	2%	43%	12%

Twenty-four percent of our current English Language Learners demonstrated mastery in mathematics by performing in Level Three on the New York State Assessment administered in March. However, similarly to ELA, our students who are not English Language Learners had a higher degree of success with more students scoring in Levels Three and Four.

Social Studies Program

Our social studies program has been designed to meet and exceed the New York State Standards and aligned with the New York City Scope and Sequence. The school has a social studies cluster teacher that complements the classroom teacher's lessons and presents a different angle to the monthly themes discussed in class through the workshop model. Bilingual teachers have additional social studies material to teach ESL through the content areas. We encourage classroom teachers to take their classes on field trips that enhance the social studies curriculum. This helps the students make the necessary connections with the reality and the themes, topics and booked discussed in class. The school also encourages the teachers to use the library resources of our school and internet computers to make research papers through the use of internet and non-fiction books we keep in the library to provide the students with the necessary skills they need to gain independence and responsibility in their educational process.

Teachers spent time over the summer developing curriculum maps integrating the Scott Foresman textbook and trade book activities, where available. Through the thematic science curriculum map we promote a more effective integration and connection between science and literacy/mathematics. The program provides an integration of reading, writing and vocabulary development activities using rich science content. The program also provides ongoing formal and informal assessment activities to monitor student progress. To further integrate other academic areas within science, fifth grade students create exit projects on science content at the end of the school year.

Students in grades four and five are exploring social studies concepts through units of study. This provides the opportunity to incorporate social studies into the different subject areas. Teachers are able to enrich the curriculum by embedding technology (web-quests, researching on the internet, PowerPoint presentations, videos, etc) and arts (music, visual arts, theatre presentations). Classrooms also have trade books to supplement instruction. Fourth grade students are using NYSTROM maps and atlases to gain a deeper understanding of maps and geography.

Each classroom library holds a social studies section with leveled books that is used by the teachers to differentiate instruction according to the students' reading levels. Students are able to read nonfiction books related to the social studies content and take Accelerated Reader quizzes on the reading material. We have created a Monthly Curriculum Map that translates the New York State Standards and Scope and Sequence into a series of essential questions and enduring understandings across the grades. This map aligns social studies with the monthly literacy strategies and activities. In this way, themes are tied up to enduring understandings and essential questions that will represent the vertebrae of teacher-made lessons. This curriculum map is a living document that incorporates changes and upgrades as a result of daily lessons. The curriculum maps are shared with the homeroom and cluster teachers. They delineate the homeroom and cluster teacher's responsibilities and activities for the month, including a writing project. We have added laptops to our social studies program so students will be able to present their exit projects in a power point format as part of our promotional criteria. Our 5th grade social studies test prep helps to prepare students for the state assessment administered in November.

The program has been enhanced by a series of multicultural activities, trips and assemblies that contribute to build students' self esteem and promote a sense of tolerance toward other cultures and individuals of different backgrounds. Social studies fairs and Around the World Day are held to display the work of students related to different concepts learned in class.

*New York State Grade Five Social Studies Assessment
November 2008*

Performance Level	Percentage of Students
Level One	32%
Level Two	23%
Level Three	43%
Level Four	2%
Levels 3 & 4	45%
Overall, 45% percent of last year's fifth grades demonstrated mastery on the New York State Social Studies Assessment.	

Social Studies Goals

- There will be a five percent increase in students scoring Levels Three and Four on the Grade Five Social Studies Assessment, administered November 2009.
- The Social Studies program will provide the students with the knowledge base consistent with the skills learned through the New York State Social Studies Curriculum and New York City Scope and Sequence. By providing them with these skills, the students will process a deeper understanding of

culture, history, civics, community and geography. This in turn will allow the students to be more civic minded with a greater understanding of the world in which they live.

- Students will increase their attainment of knowledge as evident by chapter tests, portfolio tasks, social studies fair presentations and research projects.

Science Program

We have purchased hands-on tools and manipulative materials for science that are being used to enhance our science program and provide additional and exciting science experiences that will prepare the students for the fourth grade science performance test. FOSS Science Kits are used with teachers and supplemented with vocabulary and textbook activities. We encourage teachers to plan field trips that help to enhance their science lessons providing the students with adequate opportunities to make the connection between the themes and topics discussed in class and real life experiences. Our students visit the aquarium, science museums and other related science exhibitions that might be relevant to the content taught in the classrooms.

Teachers spent time over the summer developing curriculum maps integrating the Scott Foresman textbook and FOSS activities, where available. Through the thematic science curriculum map we promote a more effective integration and connection between science and literacy/mathematics. The program provides an integration of reading, writing and vocabulary development activities using rich science content. The program also provides ongoing formal and informal assessment activities to monitor student progress. To further integrate other academic areas within science, fifth grade students create exit projects on science content at the end of the school year.

New York State Grade Four Science Assessment Spring 2008

Performance Level	Percentage of Students
Level One	17%
Level Two	36%
Level Three	36%
Level Four	12%
Levels 3 & 4	48%
Overall, forty-eight percent of last year's fourth graders were proficient in science, as demonstrated by performance on the Written and Performance Assessments administered in Spring 2009.	

Science Goals:

- There were a five percent increase of students scoring Levels Three and Four on the New York State Science Assessment.
- Students will be provided a sound understanding of science concepts that include life science, earth science and physical science. Students will receive a curriculum that encourages independent thinking skills and hands on exploration of the world around them.

Arts and Sports

Our goal is to provide our students with a safe and nurturing environment that mirrors and reflects our American Society's structure and values. In this safe environment students will learn and practice appropriate behaviors that lead them to be tolerant, understanding and respectful of our diverse and multicultural and multiethnic backgrounds. In this way we encourage the use of artistic expression into the curriculum, especially through our writing celebrations. We provided a series of multicultural and sport events to value, celebrate and commemorate the diverse nature of our community.

We encourage our teachers to identify and develop students' sport and artistic abilities through a series of school performances, activities, competitions and fairs. We constructed special partnerships with community based organizations that help us achieve our goal of developing our student as a whole individual. Students perform in two shows during the year, demonstrating their talents through a Winter Celebration and Spring Show. Students

use their arts experience to create all components of the performance through not only performing, but also set design. Students also participated in activities with Halloween and Thanksgiving and multicultural. These activities provide students the opportunity to explore the theatrical world and represents an excellent vehicle to enhance their literacy skills and strategies.

Our physical education program will develop activities that not only give students the opportunity to exercise their bodies, but also learn and practice several sports that help them to develop a sense of sane competition and good-sport attitude that later on incorporate to other situations in their lives. Students participate in a field day at the end of the year to participate in various physical activities during the day. This year, students also had opportunities to participate in our baseball, basketball (girls and boys teams), cheerleading teams and soccer through a partnership with America Scores.

English as a Second Language

Having a large population of English Language Learners (ELL) our English as a Second Language Program (ESL) values and reinforces each student's background and to provide a safe and low anxiety environment where students can gradually acquire English language skills at a competent level that enable them to compete in our English Language American Society. We maintain a transitional bilingual program to provide a strong native language instructional program in Spanish and English that accelerates the student acquisition language process in both languages; and to make a more successful transfer and growth from their basic interpersonal communication skills (BICS) to a high level of cognitive academic language proficiency (CALPS) that is necessary to achieve better results during the state standardized tests. English Basic and Intermediate students identified through the results of the NYSESLAT test will receive Language Arts and Math instruction in Spanish following a 40/60 model (40% English/60% Spanish) that was gradually increased up to 50/50 model by the end of the school year. Social Studies and science instruction will be delivered in English, following effective research-based ESL methodology. Students in advance levels received Arts, Science and Social Studies instruction in English following a 50/50 model. Students in regular classes who have been identified as ELL according to the NYSESLAT received daily support through an ESL pull-out program. We provided quarterly interim assessments to monitor students' progress and determine new courses of action or additional support. To support children's development of English as a second language, teachers are expected to delivery instruction following second language acquisition methodologies, follow the Language Allocation Policy, differentiate instruction according to appropriate levels of language acquisition, group students according to analysis of NYSESLAT data and participate in staff development opportunities during the academic year.

Since we have a high population of English Language Learners, we are always analyzing the data and particularly looking at the progress of these students in various assessments, including New York City and New York State English Language Arts assessments. This data is then shared with all teachers, including ESL teachers to better instruct students. ESL methodologies are being used with students in monolingual classes by ESL, homeroom and differentiation teachers to provide targeted instruction to students.

ESL Programs:

- Spanish Enrichment
- Intervention for ELL learners
- Software programs
- Rigby
- Award Reading

Objectives:

- To implement a comprehensive and structured ESL Program across the grades.
- To provide ESL services to ELL students in English and Bilingual classes as mandated.
- Offer workshops to parents and teachers on ESL/Bilingual programs.

- Strengthen teachers’ instructional practices in ESL.
- Provide training to monolingual teachers in how to incorporate ESL strategies to differentiate instruction in their classroom when working with ELLs.
- To increase the percentage of ELL students who make over a year’s progress on the New York State English Language Arts Assessment.

**NYSESLAT
ELLS Spring 2009**

	Beginner	Intermediate	Advanced	Proficient
1st grade	9	7	1	3
2nd grade	12	13	7	5
3rd grade	6	10	10	0
4th grade	1	10	18	1
5th grade	3	3	11	2

We currently maintain a transitional bilingual program which goal is to mainstream students once they have acquired the necessary skills in the targeted English Language. While they receive ESL lessons in content areas such as Science and Social Studies, they also receive Language Arts and Math instruction in their native language. In this way the students are gradually acquiring the new language, while they continue developing their reading, writing and math skills in their native language. We have one bilingual class per grade. NYSESLAT, as well as the LAB Tests results are used to place the students into this class. English Language Learners participate in all school-wide initiatives, including data driven instruction, academic intervention services for literacy and mathematics, use of Accelerated Reader and New York City Periodic Assessments.

The basic goal of these transitional classes is to help the student in achieving a high level of cognitive academic language in English in a three year period, so the students can be mainstreamed after this period of time. In many occasions, students stay in this transitional program for a longer period of time according to the NYSESLAT results. Based on several criteria, the state grants additional extensions of time to these students to postpone their transfer to a monolingual setting and the taking of the State and City Standardized tests in English.

We also keep a pull-out ESL Program that offers support to students currently placed in a monolingual (English) setting but, that they have not still satisfied the standards established by the state to be considered fully proficient. This is determined by their scores in the NYSESLAT and/or LAB Tests. Our ELL instructors utilize the latest ELL methodologies, techniques and materials that support and facilitate the students’ transition in a stress free environment.

The school wide initiatives that are put into place at P.S. 325, including our curriculum and instructional programs in all subject areas, use of staff, pedagogues and resources, scheduling, professional development, data driven instruction, integration of arts, sports and technology, and parental involvement, were all planned and thought out in a deliberate attempt to meet the needs of our school community. Looking at the data generated by our students and the significant aids and barriers that our school deals with was necessary to create these initiatives.

Many of our students and their families are English Language Learners. Nearly 43% of our students are currently identified as English Language Learners and are receiving some form of ESL services. This is a factor that serves as both an aid and barrier towards our student improvement. Every initiative our school puts into place takes the language development of our students into account. Analyzing the data of our ELL and former ELL population, this group of students consistently underperforms. Over the past few years with an emphasis

on our ELL population, the progress of our ELLS has begun to show a serious improvement. This is a result of our school wide initiatives. Our classroom, intervention, cluster and ESL teachers have received professional development that is strategically designed to target the curriculum, share best practices and instructional methodologies that are relevant for students who are learning English as a second language. Our Reading First Curriculum in the lower grades and a similar format in the upper grades provides a strong literacy foundation for our students. The use of technology, math centers, differentiated instruction, visuals and manipulatives alongside the Everyday Math Curriculum in all classrooms, is providing our ELL students a strong math foundation. Our focus on differentiated instruction, aligned to the data of our students, is a key step in teaching our students. We attempt to give our students many different opportunities through social studies and science fairs, the integration of technology, sports, arts and music both during the school day and after school, and experiences with the theatre and field trips to open their eyes and immerse them in both academic and social language.

Another factor that acts as a barrier to the achievement of our students is the socioeconomic status of our community. According to our demographical information, 89.7% of our students are considered economically disadvantaged. Having a poverty rate of almost ninety percent definitely has an impact on the performance of our students inside the classroom. It is important to understand and identify the needs and characteristics of our students outside of the classroom, their home structure and financial status to understand their behavior and performance and its effects in the classroom. Assuring that our children are provided with basic needs is necessary to support their learning. We try to foster a community that encourages our students to grow and feel safe, while providing them with opportunities they would not otherwise have a chance to experience.

One of the biggest aids or factors that we account for the achievement of our students over the years is the dedication and motivation of our school community. The parents, teachers, staff and students of P.S. 325 are genuinely concerned and interested in providing the best for our students. The involvement of our parents has drastically increased over the past few years with parents regularly attending our workshops sponsored by the Parents Association and Fordham University PSO, Saturday morning ESL/Technology classes, Open School and Parent Teacher Conferences and school-wide events like breakfasts, performances and celebrations. Our parents are dedicated to provide the best for their children, displayed by our increased attendance rate both for the regular school day and after school/Saturday Programs. Our staff is dedicated to meet the needs of our students, which is often a challenge. They are consistently engaging in experiences to learn more about best instructional practices, how children learn and the assessment and accountability tools of the city. Teachers are consistent in their attempts of working together, as evidenced by our common planning focus. Each week, grade level teachers meet for planning. Each month, our support staff who provide additional resources to our students meet with the classroom teacher to look at the progress of the students and determine next steps for individual children. Once a month teachers also meet to provide vertical coherence. Teachers of different grade levels meet to share expectations of different grade levels to develop an understanding and coherence.

Teachers are taking time to get to know their students and find ways to integrate motivating lessons targeting their needs. Our teachers brainstorm ideas to get our children excited to learn, both inside and outside of the classroom. This is evidenced by the amount of after school programs that we are able to have our teachers participate in. Our students are able to explore the musical and visual arts, participate in an after school reading club, get involved with soccer, basketball, baseball and cheerleading. These extra-curricular programs are an important component of helping our students to become well rounded.

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.

1. To increase the percentage of students who make at least one year's progress in the area of literacy as demonstrated by the New York State English Language Arts Assessment in grades four and five by seven percent. .

- Quality instruction in English Language Arts, professional development provided to teachers, academic intervention services, differentiated instruction to all students, inquiry team interventions, monitoring student progress through periodic assessments and classroom resources will be components of achieving this goal.

1. Eighty percent of students in grades K-2 will be performing at Strategic or Benchmark Levels on the DIBELS assessment by June 2010. *The DIBELS (Dynamic Indicators of Basic Literacy Skills) Assessment is an early literacy assessment, administered three times per year to all Reading First students.*

- Quality instruction in English Language Arts through the Reading First program, professional development provided to teachers, differentiated instruction to all students, monitoring student progress through periodic assessments and classroom resources will be components of achieving this goal.

3. To increase the percentage of students who make at least one year's progress in the area of mathematics as demonstrated by the New York State Mathematics Assessment in grades four and five by seven percent. . .

- Quality instruction in mathematics, professional development provided to teachers, integration of technology and manipulatives, monitoring student progress through periodic assessments and classroom resources will be components of reaching this goal.

4. There will be a five percent increase in students scoring in Levels Three and Four on the Grade Five Social Studies Assessment administered in November 2009.

- Quality instruction in social studies through cluster and classroom teachers, integration of arts and technology, integration of reading and writing skills, trade books, monitoring student progress through social studies portfolio tasks and projects and classroom resources will be components of reaching this goal.

5. There will be a five percent increase in students scoring in Levels Three and Four on the Grade Four Science Assessment administered in June 2010.

- Quality instruction in science through cluster and classroom teachers, integration of arts and technology, integration of reading and writing skills, trade books, monitoring student progress through hands-on labs and projects and classroom resources will be components of reaching this goal.

6. To increase the percentage of ELL students who make over a year's progress on the New York State English Language Arts Assessment by 5%.

- Quality instruction in English Language Arts, professional development provided to teachers in English Language Arts and ESL methodologies, differentiated instruction to all students, ESL services through push-in/pull out programs for students in monolingual or bilingual classes, inquiry team groupings, monitoring student progress through periodic assessments and classroom resources will be components of achieving this goal.

7. One-hundred percent of students, including English Language Learners and students with IEPs will participate in arts programs.

- Integration of the arts by classroom teachers, quality instruction by full time visual arts and music cluster teachers, small group instruction in the arts, and extra curricular activities will be components of achieving this goal.

8. One-hundred percent of students, including English Language Learners and students with IEPs will use technology in the classrooms.

- Integration of technology by classroom teachers, quality instruction through support provided by technology coordinator, use of academic software and Intelli-Boards, and extra curricular activities will be components of achieving this goal.

9. There will be a notable increase in parental participation in school-wide programs and initiatives by ten percent.

- Workshops according to the needs and interests of parents will be coordinated by Parent Coordinator, School Leadership Team, Fordham University PSO and consultants, parents will be invited to school-wide events on a regular basis which will be components of achieving this goal.

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>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	

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 2008-09 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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant): English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the percentage of students who make at least one year’s progress in the area of literacy as demonstrated by the New York State English Language Arts Assessment in grades four and five by seven percent.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>In order to this, we will:</p> <ul style="list-style-type: none"> ○ Provide differentiated professional development to all teachers according to the needs of the teacher and the classes they teach. Professional development will be provided by Literacy/Reading First Coach, Data Specialist, Fordham University PSO and outside consultants, when available. (Ongoing September 2009-June 2010) ○ Quality instruction will be provided to students, following the essential components of literacy using the StoryTown Curriculum and Accelerated Reading to support independent reading and comprehension. (Ongoing September 2009-June 2010) ○ Saturday Test Prep Academies will be offered to targeted students in grades three through five (Saturdays from 9:00AM-12:00 PM; November 2009 through April 2010) ○ Small group instruction will be provided to targeted students during Extended Day (Ongoing September 2009-June 2010) ○ Academic intervention Services will be provided to targeted students through push-in by a differentiation teacher in grades 1-3 and/or a pull-out model in grades K, 4-5. (Ongoing September 2009-June 2010) ○ Teams of teachers will be working together to plan instruction and share best practices. Weekly grade level planning blocks (three periods) will be used to plan lessons, look at student work and analyze student data. Monthly, teachers across grade levels will meet to look at student work, standards and tasks through a different grade level perspective.

	<p>Intervention teachers will meet monthly with grade level teachers to assure coherence. (Ongoing September 2009-June 2010)</p> <ul style="list-style-type: none"> ○ P.S. 325 will revise its inquiry team target work by identifying three children per classroom and/or literacy teacher to monitor progress and target instruction. (Ongoing September 2009-June 2010) ○ Teachers have opted to customize ITAS to assure alignment to curriculum (According to NYC Assessment Calendar) ○ Use of Accelerated Reader in all classrooms (Ongoing (Ongoing September 2009-June 2010) ○ Increase in Accelerated Reader After School Reading Academy to invite 130 students (November 2009-April 2010) ○ Portfolio tasks in reading and writing tasks. (Ongoing September 2009-June 2010) ○ Teachers will continue analyzing data from various sources (Periodic Assessments, DIBELS, Reading 3D, classroom tests, StoryTown assessments, portfolio tasks, etc) to identify strengths and challenges for individual students to group accordingly and provide individualized support (Ongoing September 2009-June 2010)
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ○ Contract for Excellence, TL Fair Student Funding, Title I, TL Children First Student Funding, TL Fair Student Funding Incremental ○ Carmel Hill Fund (Grant) ○ July 2009-June 2010
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ○ Progress will be monitored consistently by the Principal and administrative staff through data meetings, portfolio reviews and observations ○ Progress will be observed through progress on periodic assessments (Reading 3D/DIBELS for lower grades in September, February and June; Predictive and Instructionally Targeted Assessments in December, February and May; classroom assessments monthly; portfolio tasks monthly)

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 2008-09 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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant): English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> ○ Eighty percent of students in grades K-2 will be performing at Strategic or Benchmark Levels on the DIBELS assessment by June 2010.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>In order to this, we will:</p> <ul style="list-style-type: none"> ○ Provide differentiated professional development to all teachers according to the needs of the teacher and the classes they teach. Professional development will be provided by Literacy/Reading First Coach, Data Specialist, Fordham University PSO and outside consultants, when available. (Ongoing September 2009-June 2010) ○ Quality instruction will be provided to students, following the essential components of literacy using the StoryTown Curriculum and Accelerated Reading to support independent reading and comprehension. (Ongoing September 2009-June 2010) ○ Small group instruction will be provided to targeted students during Extended Day (Ongoing September 2009-June 2010) ○ Academic intervention Services will be provided to targeted students through push-in by a differentiation teacher in grades 1-3 and/or a pull-out model in grades K, 4-5. (Ongoing September 2009-June 2010) ○ P.S. 325 will revise its inquiry team target work by identifying three children per classroom and/or literacy teacher to monitor progress and target instruction. (Ongoing September 2009-June 2010) ○ Use of Accelerated Reader in all classrooms (Ongoing (Ongoing September 2009-June 2010) ○ Teams of teachers will be working together to plan instruction and share best practices. Weekly grade level planning blocks (three periods) will be used to plan lessons, look at student work and analyze student data.

	<p>Monthly, teachers across grade levels will meet to look at student work, standards and tasks through a different grade level perspective. Intervention teachers will meet monthly with grade level teachers to assure coherence. (Ongoing September 2009-June 2010)</p> <ul style="list-style-type: none"> ○ Increase in Accelerated Reader After School Reading Academy to invite 130 students (November 2009-April 2010) ○ Portfolio tasks in reading and writing tasks. (Ongoing September 2009-June 2010) ○ Teachers will continue analyzing data from various sources (DIBELS, Reading 3D, classroom tests, StoryTown assessments, portfolio tasks, etc) to identify strengths and challenges for individual students to group accordingly and provide individualized support (Ongoing September 2009-June 2010)
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ○ TL Fair Student Funding, Title I, TL Children First Student Funding, TL Fair Student Funding Incremental, EGCSR ○ Reading First Funds (Grant) ○ Carmel Hill Fund (Grant) ○ July 2009-June 2010
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ○ Progress will be monitored consistently by the Principal and administrative staff through data meetings, portfolio reviews and observations ○ Progress will be monitored by Reading First Coordinator and Consultants ○ Progress will be observed through progress on periodic assessments (Reading 3D/DIBELS for lower grades in September, February and June; classroom assessments monthly; portfolio tasks monthly)

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 2008-09 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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant): Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the percentage of students who make at least one year’s progress in the area of mathematics as demonstrated by the New York State Mathematics Assessment in grades four and five by seven percent.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>In order to achieve this goal, P.S. 325 will:</p> <ul style="list-style-type: none"> ○ Provide differentiated professional development to all teachers according to the needs of the teacher and the classes they teach. Professional development will be provided by Mathematics Coach, Data Specialist, Fordham PSO and outside consultants, where available. (Ongoing September 2009-June 2010) ○ Quality instruction will be provided to students, using the Everyday Mathematics pacing calendar, using real-world experiences, incorporating manipulatives and providing a foundation of basic skills to students (Ongoing September 2009-June 2010) ○ Math centers implemented during the second period of the math block daily to supplement, enrich and differentiate instruction (Ongoing September 2009-June 2010) ○ Small group instruction will be provided to targeted students during Extended Day using Accelerated Mathematics (Ongoing September 2009-June 2010) ○ Teams of teachers will be working together to plan instruction and share best practices. Weekly grade level planning blocks (three periods) will be used to plan lessons, look at student work and analyze student data. Monthly, teachers across grade levels will meet to look at student work, standards and tasks through a different grade level perspective. Intervention teachers will meet monthly with grade level teachers to assure coherence. (Ongoing September 2009-June 2010)

	<ul style="list-style-type: none"> ○ Students will receive intervention services to provide additional small group instruction to students in mathematics (Ongoing September 2009-June 2010) ○ Portfolio tasks to integrate student interests, Everyday Math Curriculum and New York State Standards (Ongoing September 2009-June 2010) ○ Teachers will continue analyzing data from various sources (Periodic Assessments from ACUITY, classroom tests, EDM activities, portfolio tasks, etc) to identify strengths and challenges for individual students to group accordingly and provide individualized support (Ongoing September 2009-June 2010)
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ○ TL Fair Student Funding, Title I, TL Children First Student Funding, TL Fair Student Funding Incremental ○ Carmel Hill Fund (Grant) ○ July 2009-June 2010
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ○ Progress will be monitored consistently by the Principal and administrative staff through data meetings, portfolio reviews and observations ○ Progress will be observed through progress on periodic assessments (ACUITY periodic assessments December, February and May; EDM/Impact tasks monthly; classroom assessments monthly; portfolio tasks monthly)

SECTION VI: ACTION PLAN

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Subject/Area (where relevant): **Social Studies**

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> ○ There will be a five percent increase in students scoring in Levels Three and Four on the Grade Five Social Studies Assessment
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>In order to achieve this goal, P.S. 325 will:</p> <ul style="list-style-type: none"> ○ Provide differentiated professional development to all teachers according to the needs of the teacher and the classes they teach. (Ongoing September 2009-June 2010) ○ Quality instruction will be provided to students through a collaboration of the classroom and cluster teacher, using the Scott Foresman Curriculum, aligned to the New York State Standards and Scope and Sequence. Teachers will incorporate real life projects, technology, arts, multicultural activities, trips and assemblies (Ongoing September 2009-June 2010) ○ Reading and writing strategies will be used during social studies periods to further enhance students abilities on reading comprehension and document based questions (Ongoing September 2009-June 2010) ○ Integration of non-fiction text and comprehension strategies through Accelerated Reader and Achieve 3000 (Ongoing September 2009-June 2010) ○ Teams of teachers will be working together to plan instruction and share best practices. Weekly grade level planning blocks (three periods) will be used to plan lessons, look at student work and analyze student data. Monthly, teachers across grade levels will meet to look at student work, standards and tasks through a different grade level perspective. Intervention teachers will meet monthly with grade level teachers to assure coherence. (Ongoing September 2009-June 2010) ○ Portfolio tasks will be redesigned to provide more differentiated

	<p>instruction for students. (Ongoing September 2009-June 2010)</p> <ul style="list-style-type: none"> ○ Teachers will continue analyzing data from various sources (classroom tests, research papers, portfolio tasks, etc) to identify strengths and challenges for individual students to group accordingly and provide individualized support (Ongoing September 2009-June 2010)
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ○ TL Fair Student Funding, Title I, TL Children First Student Funding, TL Fair Student Funding Incremental ○ July 2009-June 2010
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ○ Progress will be monitored consistently by the Principal and administrative staff through data meetings, portfolio reviews and observations on a regular basis

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 2008-09 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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant): Science

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> ○ There will be a five percent increase in students scoring in Levels Three and Four on the Grade Four Science Assessment
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>In order to achieve this goal, P.S. 325 will:</p> <ul style="list-style-type: none"> ○ Provide differentiated professional development to all teachers according to the needs of the teacher and the classes they teach. (Ongoing September 2009-June 2010) ○ Quality instruction will be provided to students through a collaboration of the classroom and cluster teacher, using the Scott Foresman and FOSS Curriculum, aligned to the New York State Standards and Scope and Sequence. Teachers will incorporate real life projects, technology, arts, hands-on activities, trips and critical thinking exercises (Ongoing September 2009-June 2010) ○ Reading and writing strategies will be used during science periods to further enhance students abilities on reading comprehension (Ongoing September 2009-June 2010) ○ Weekly common planning block for teachers to focus on effective instructional planning and understanding of content. (Ongoing September 2009-June 2010) ○ Teams of teachers will be working together to plan instruction and share best practices. Weekly grade level planning blocks (three periods) will be used to plan lessons, look at student work and analyze student data. Monthly, teachers across grade levels will meet to look at student work, standards and tasks through a different grade level perspective. Intervention teachers will meet monthly with grade level teachers to assure coherence. (Ongoing September 2009-June 2010)

	<ul style="list-style-type: none"> ○ Integration of non-fiction text and comprehension strategies through Accelerated Reader (Ongoing September 2009-June 2010) ○ Hands-on science activities will be incorporated during instructional periods to prepare students for the performance component of the assessment. (Ongoing September 2009-June 2010) ○ Portfolio tasks will be redesigned to provide more differentiated instruction for students. (Ongoing September 2009-June 2010) ○ Teachers will continue analyzing data from various sources (classroom tests, research papers, portfolio tasks, etc) to identify strengths and challenges for individual students to group accordingly and provide individualized support (Ongoing September 2009-June 2010)
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ○ TL Fair Student Funding, TL Children First Student Funding ○ July 2009-June 2010
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ○ Progress will be monitored consistently by the Principal and administrative staff through data meetings, portfolio reviews and observations on a regular basis

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 2008-09 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 (SINI/SRAP/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): English Language Learners

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the percentage of ELL students who make over a year’s progress on the New York State English Language Arts Assessment by 5%.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>In order to this, we will:</p> <ul style="list-style-type: none"> ○ Provide differentiated professional development to all teachers according to the needs of the teacher and the classes they teach. Professional development will be provided by Literacy/Reading First Coach, Data Specialist, Fordham University PSO and outside consultants, when available. (Ongoing September 2009-June 2010) ○ Quality instruction will be provided to students, following the essential components of literacy using the StoryTown Curriculum and Accelerated Reading to support independent reading and comprehension. (Ongoing September 2009-June 2010) ○ Saturday Test Prep Academies will be offered to targeted students in grades three through five (Saturdays from 9:00AM-12:00 PM; November 2009 through April 2010) ○ Teams of teachers will be working together to plan instruction and share best practices. Weekly grade level planning blocks (three periods) will be used to plan lessons, look at student work and analyze student data. Monthly, teachers across grade levels will meet to look at student work, standards and tasks through a different grade level perspective. Intervention teachers will meet monthly with grade level teachers to assure coherence. (Ongoing September 2009-June 2010) ○ Small group instruction will be provided to targeted students during Extended Day (Ongoing September 2009-June 2010) ○ Academic intervention Services will be provided to targeted students

	<p>through push-in by a differentiation teacher in grades 1-3 and/or a pull-out model in grades K, 4-5. (Ongoing September 2009-June 2010)</p> <ul style="list-style-type: none"> ○ P.S. 325 will revise its inquiry team target work by identifying three children per classroom and/or literacy teacher to monitor progress and target instruction. (Ongoing September 2009-June 2010) ○ Teachers have opted to customize ITAS to assure alignment to curriculum (According to NYC Assessment Calendar) ○ Use of Accelerated Reader in all classrooms (Ongoing September 2009-June 2010) ○ Increase in Accelerated Reader After School Reading Academy to invite 130 students (November 2009-April 2010) ○ Portfolio tasks in reading and writing tasks. (Ongoing September 2009-June 2010) ○ Teachers will continue analyzing data from various sources (Periodic Assessments, DIBELS, Reading 3D, classroom tests, StoryTown assessments, portfolio tasks, etc) to identify strengths and challenges for individual students to group accordingly and provide individualized support (Ongoing September 2009-June 2010) ○ ESL Pull-out Program for English Language Learners in Monolingual classes (Ongoing September 2009-June 2010) ○ Native Language Arts Instruction for students in bilingual classes using Villa de la Cuentos (Ongoing September 2009-June 2010) ○ NYSESLAT Test Preparation (Winter-Spring 2010)
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ○ Contract for Excellence, TL Fair Student Funding, Title I, TL Children First Student Funding, TL Fair Student Funding Incremental, EGCSR ○ July 2009-June 2010
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ○ Progress will be monitored consistently by the Principal and administrative staff through data meetings, portfolio reviews and observations ○ Progress will be observed through progress on periodic assessments (Reading 3D/DIBELS for lower grades in September, February and June; Predictive and Instructionally Targeted Assessments in December, February and May; classroom assessments monthly; portfolio tasks monthly)

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 2008-09 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 (SINI/SRAP/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): Technology

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>One-hundred percent of students, including English Language Learners and students with IEPS will use technology in the classrooms.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>In order to this, we will:</p> <ul style="list-style-type: none"> ○ Provide differentiated professional development to all teachers according to the needs of the teacher and the classes they teach. Professional development will be provided by Literacy Coach, New Teacher Mentor, Data Specialist, Fordham University PSO and outside consultants. (Ongoing September 2009-June 2010) ○ Technology coordinator and classroom teachers providing whole-class and small group instruction to students (Ongoing September 2009-June 2010) ○ Computers and subject-area software in all classrooms (Ongoing September 2009-June 2010) ○ Laptops for students in grades 3-6 for small group and whole class technology projects (Ongoing September 2009-June 2010) ○ Use of Accelerated Reader (Ongoing September 2009-June 2010) ○ End of Year Exit Projects (Spring 2010) ○ Intelliboards to supplement instruction (Ongoing September 2009-June 2010)
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ○ TL Children First Funding, TL NYSTL, TL Fair Student Funding, Title I, to Fair Student Funding Incremental ○ July 2009-June 2010

Indicators of Interim Progress and/or Accomplishment

Include: interval of periodic review; instrument(s) of measure; projected gains

- **Progress will be monitored consistently by the Principal and administrative staff on a regular basis**
- **Portfolio pieces demonstrating integration of technology in student work in December and May**

SECTION VI: ACTION PLAN

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Subject/Area (where relevant): Arts

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>One-hundred percent of students, including English Language Learners and students with IEPS will participate in arts programs.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>In order to this, we will:</p> <ul style="list-style-type: none"> ○ Visual Arts and Music (Instrumental) teachers providing whole-class and small group arts instruction to all students (Ongoing September 2009-June 2010) ○ After-school enrichment programs for selected students by visual arts, theatre and music (instrumental) teachers (Ongoing September 2009-June 2010) ○ Winter Holiday and Spring Celebration performances (December 2009 and May 2010)
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ○ TL Fair Student Funding, TL Summer, TL Children First Student Funding, Title III ○ July 2009-June 2010
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ○ Progress will be monitored consistently by the Principal and administrative staff on a regular basis ○ Student art pieces displayed in hallway galleries updated monthly ○ Winter Holiday and Spring performances demonstrating culmination of learning

SECTION VI: ACTION PLAN

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Subject/Area (where relevant): Parental Involvement

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>There will be a ten percent increase in parental participation in school-wide programs and initiatives.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>In order to this, we will:</p> <ul style="list-style-type: none"> ○ Provide differentiated workshops for parents through school’s Parent Coordinator, Fordham PSO and Parents Association on various topics according to the needs and interests of parents ((Ongoing September 2009-June 2010) ○ Thanksgiving, Winter Holiday and Spring Celebration performances, attendance at all school fairs, assemblies and other school events (Various dates) ○ Attendance at Open School Night, Parent-Teacher Conferences (Various dates) ○ School Website(Ongoing September 2009-June 2010) ○ Implementation of Global Connect Messaging System (Ongoing September 2009-June 2010) ○ Translations (Ongoing September 2009-June 2010) ○ Monthly newsletters and letters sent to families from Parent Coordinator (Ongoing September 2009-June 2010)
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ○ Title I, TL Parent Coordinator, TL Fair Student Funding, TL Fair Student Funding Incremental, TL One Time Allocation

Indicators of Interim Progress and/or Accomplishment

Include: interval of periodic review; instrument(s) of measure; projected gains

- **Progress will be monitored consistently by the Principal and administrative staff on a regular basis**
- **Participation in activities by parents as evidenced by sign-in sheets and participation monthly**

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	12	5	N/A	N/A	1	2	0	1
1	15	3	N/A	N/A	3	1	0	0
2	19	9	N/A	N/A	0	1	1	2
3	25	14	N/A	N/A	1	1	0	4
4	21	19	10	10	3	1	1	4
5	20	20	0	20	2	0	2	4
6								
7								
8								
9								
10								
11								
12								

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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each 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.).
ELA:	ELA Interventions are provided during the school day in a small group using StoryTown Intervention, Great Leaps, and Voyager Passport. In addition, Accelerated Reader and guided reading groups are implemented during the extended day program.
Mathematics:	Math Interventions are provided in a small group format using the games from the Everyday Math Curriculum. Interventions occur during the school day as well as during extended day. Additional support is provided in the form of differentiated instruction to meet the individual needs of the students. Accelerated Mathematics is being utilized to supplement the program.
Science:	Supplemental instruction is provided through an emphasis on non-fiction texts during intervention instruction.
Social Studies:	Supplemental instruction is provided through an emphasis on non-fiction texts during intervention instruction.
At-risk Services Provided by the Guidance Counselor:	The Guidance Counselor consults with teachers, and parents to assist with crisis intervention for at risk students. Additionally, she meets with students on an individual basis as well as small groups as needed during the school day.
At-risk Services Provided by the School Psychologist:	The Psychologist consults with students, parents, and teachers to provide support to at risk students on an individual basis. Outside referrals are given to families who request additional support from other community based organizations.
At-risk Services Provided by the Social Worker:	The Social Worker provides at risk counseling to students who have been identified as needing at risk services by the teachers and or families. Such services are provided during the day in both small group and individual format. Additionally, she provided parents with resources outside the school building to assist with the diverse needs of the community.
At-risk Health-related Services:	Social skills and health awareness training is provided to small groups of students outside the classroom during the school day. Our SAPIS worker works with families to provide referrals as needed for follow up to students who are identified as requiring more services.

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

Language Allocation Policy

Part I: School ELL Profile

A. Language Allocation Team Composition

SSO/District Fordham University/06	School P.S. 325
Principal Mr. Gary H. Cruz	Assistant Principal Ms. Arelis Javier
Coach Mrs. Henricks	Coach Ms. Garcia
Teacher/Subject Area Mrs. Garza/ ESL	Guidance Counselor
Teacher/Subject Area Mrs. Alp/ ESL	Parent
Teacher/Subject Area	Parent Coordinator Ms. Rivera
Related Service Provider Ms. Lorenzi	SAF
Network Leader	Other Ms. Macdonald

B. Teacher Qualification

<u>Teacher Certification</u>	<u>Certified</u>	<u>Uncertified</u>
ESL	2	0
Bilingual	7	0
Special Ed with Bilingual Extension	1	0

P.S. 325 AT A GLANCE

P.S. 325 is located in the vicinity of Harlem/Washington Heights in Manhattan, where 95% of the population is Hispanic, mainly from the Dominican Republic. We also serve English Language Learners (ELLs) from Ecuador, Puerto Rico, Mexico, China, Albania, and Yemin. We have 41 teachers, two administrators, one parent coordinator, one literacy Reading First coach, one Math coach, various consultants, and several intervention teachers, among other clerical and supportive personnel. Of these 41 teachers, 8 are Bilingual and 2 are ESL teachers. We currently have 6 bilingual classes which include two CTT classes: kinder and second. They all follow the transitional model. We currently have 384 students on register of which 187 are ELLs (Including students who are not serviced because of specifications on their IEPs). This is approximately 49% of our student population.

At the beginning of the year, transitional Bilingual classes received 13/14 periods (40%) of ESL a week by the classroom teacher and cluster teachers. In January, the proportion of ESL periods was increased to 50%. Homeroom teachers use the Balanced Literacy approach to provide instruction just as they do for Native Language Arts. Students have been assessed to place them at their appropriate reading levels. The Reading First Program

“Storytown” and “Villa Cuentos” for Native Language Arts are used in our bilingual classrooms from kinder to sixth grade. Students who are advanced according to the NYSESLAT scores have been mainstreamed 10 periods a week for English Language Arts in a monolingual classroom. ESL teachers use the Balanced Literacy approach as well with an emphasis on Guided and Shared Reading. The Rigby Program is used with ESL students in K-5th. ESL students in kinder and first grade use the AWARDS Reading program in addition to Rigby. Another program being used beginning this year with ESL students K-3 is Harcourt’s ESL program, Moving on to English. Students will also be enrolled in the Accelerated Reading Program which is an internet based program that will help build reading comprehension, and fluency with the books that they choose to read.

Part II: ELL Identification Process

The ELL screening process begins to takes place in P.S. 325 during registration. Luckily, much of our staff is fluent in Spanish which helps the registration process go smoothly. The office secretaries, parent coordinator, and assistant principal usually assist parents through the registration process but when new admits (out of state or country) are registered in P.S. 325 an ESL teacher is called to proceed with that student’s registration process. During the initial part of the process the ESL teacher interviews (in Spanish when appropriate) the parent for student’s educational and language background. At this point it is determined if the student should be considered a SIFE. The Home Language Identification Survey (HLIS) is also explained thoroughly to the parent. After the parent fills the HLIS out the ESL Teacher determines if the new admit student is a candidate for LAB-R testing.

When a student is determined to be a candidate for LAB-R testing he/she is tested within the first 10 days that he/she attends school. The test is administered by the two ESL teachers. After testing and scoring the test, the ESL teacher determines if the student is an ELL. If the student is an ELL with Spanish as his native language the Spanish LAB is then administered to him/her to help his/her teacher determine his/her level and what skills he needs assistance with in his native language.

After the ELL students are identified the parents are given an entitlement letter (in their native language) and called in for a meeting that is held during the day and after school when necessary for working parents. Students that are determined to not be ELLs are given a non-entitlement letter. In this Parent Orientation Meeting for Parents of ELLs the different rights and choices that they have are explained. There is an orientation video shown in whichever languages are needed and information (pamphlets, parent choice form, and parent survey) is also handed out in the parent’s native language. There is additional information given with several power point presentations given by the ESL teachers. Translations are downloaded from the DOE website when they are not available at the school site. After the three programs, Bilingual Transitional Education, Dual Language, and ESL , are explained, the parents are given the parent choice form so they can determine which program is right for their child. Our school does not have the Dual Language Program. It is explained to the parent that they have the right to choose this program and that NYCDOE will transfer the student to a school that does offer this program if this is what they prefer. Until now, no parents have chosen the dual language program. After the parents decide which program is right for their child the student is placed in it. When parents are not able to attend the meeting they are called over the phone and asked to come in at a different time. If there is still no response we have the information for them ready during open-house or parent-teacher conferences depending when the student was enrolled.

After reviewing the choices parents have made throughout the years. It is clear that parents prefer Bilingual Transitional Education over ESL. This year was the first time that many new kindergarten students were enrolled in ESL instead of Bilingual Education. 24 students were placed in Bilingual Education and 22 were placed in ESL. This is the year we have the most kindergarten ESL students. Fortunately, our school was able to accommodate all parent choices and all ELL students are placed in the programs their parents chose for them.

Part III: ELL Demographics

Enter the number of ELLs by duration and program model in each box. If there are Students with Interrupted Formal Education (SIFE) or special education (SP.Ed.) students within that cohort, enter that number in the appropriate subgroup box.

	TBE		Dual Language		ESL *		Total	
	SIFE:	SP.ED.			SIFE:	SP.ED.	SIFE:	SP.ED.
ELLs (3 years or less)	1	15			0	10	1	25
	86				52		138	
ELLs (4-6 years)	0	0			0	4	0	04
	33				16		49	
Long-Term ELLs (more than 6 years)	0	0			0	0	0	0
	0				0		0	
Total	0	15			0	14	1	29
	119				68		187	

We have currently do not have any ELL students who have been in the country for more than 6 years.

Language Groups

Transitional Bilingual Education

	K	1	2	3	4	5	Total
Spanish	24	17	19	21	20	18	119

Language Groups

ESL

	K	1	2	3	4	5	Total
Spanish	20	9	13	8	11	3	64
Chinese	2						2
Albanian			1				1
Arabic			1				1

Grand Total	46	26	34	37	31	24	198
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According to our data we currently have 68 ELL students in monolingual classrooms. Twenty-one percent of the sixty-eight ELL students in monolingual classrooms are in Special Education. In Bilingual classrooms we have 119 students, thirteen percent of them are in Special Education.

We have 138 ELL students who have been in the country less than 3 years.

Bilingual (3 years or less)

- In order to differentiate instruction bilingual students will be grouped in the classroom into three sub-groups: beginners, intermediate, and advance group.
- The beginners and intermediate group will receive instruction following a 40%English / 60%Spanish Language Allocation Model mandated by the NYC guides, including Special Education/CTT classes.
- Intermediate students will follow a 50% - 50% model by the middle of the year according to their progress, Combination of Pull-out/Push-in models, including students with an IEP.
- The advance group will receive instruction following a 25% Spanish/ 75% English according to the NYC Language Allocation Policy. These students were mainstreamed for Language Arts instruction in English, Combination of Pull-out/Push-in models, including students with an IEP.
- Science and social studies is taught in English through the use of ESL, scaffolding, repetitions, semantic mapping, diagrams, cooperative learning, etc. Including Special Education classrooms.
- The teacher will maintain Word Walls in Spanish and English with the frequency word for students' reference and review, including Special Education classrooms.
- NYSESLAT test practice lessons (During part of Saturday Academy for ELLs)
- A Balance Literacy Approach will be used for Language Arts instruction. Through this approach the teacher models skills and strategies to the students that they will practice independently at their own reading levels, later on. The teachers will conference individually and/or small group to check comprehension and plan their future mini-lessons. They will use the Reading First Program "Story Town" to teach ELA and "Villa Cuentos" to teach NLA.
- An Accelerated Writing Approach in English/Spanish will be followed in which each student keeps a writer's notebook. In this notebook they practice writer's skills and strategies previously modeled by the teacher. This writer's notebook will also contain "seed ideas" that later on will be expanded and extended to be part of the final pieces students will produce each month that will be part of their literacy portfolios, including Special Education classes.
- Students will also receive differentiated instruction when needed. Grouping will be determined according to data collected during testing, portfolio assessments, and teacher observation. Kinder students who need intervention are pulled-out by the reading coach. Additional support is provided to all the students by full-time paraprofessional. First and Second graders get their ELA intervention in their classrooms during their literacy block. Second grade gets math intervention as well. Third grade has an ELA intervention push-in program and a Math intervention pull-out program. Fourth and Fifth grade have an intervention pull-out program for both ELA and Math.
- Students will also work on an internet based program, Accelerated Reader, which will help build fluency, comprehension, and interest in reading.

ESL (3 years or less)

- These students receive 8 periods (45 minutes) of ESL weekly if they are beginners or intermediate. They receive 4 periods (45 minutes) of ESL weekly if they are advanced. Classroom teachers will use ESL strategies to deliver academic content area instruction and provide additional support to students, including students with an IEP.
- Classroom teachers will use ESL strategies and webs, semantic mapping, scaffolding, multi-sensory lessons etc. to deliver academic content area instruction and provide additional support to students.

- SETSS teacher utilizes “Wilson” program to increase students’ phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension strategies.
- ESL instruction will be provided by fully certified teachers.
- Combination of Pull-out/Push-in models, including students with an IEP.
- Students will receive intensive ESL instruction that will integrate listening, speaking, reading and writing activities through a thematic approach that will be correlated to topics and themes discussed in class. (ESL teachers will discuss with the classroom teachers to find out the monthly themes) They will also be using Rigby and AWARD Reading program (k-1). Kinder through third grade will also be using the Harcourt ESL program Moving on to English which is correlated to Storytown.
- NYSESLAT test practice lessons will be given weekly. One of the materials that will be used to prepare students is Getting Ready for the NYSESLAT, ELA and Beyond .
- Students will also receive differentiated instruction when needed. Grouping will be determined according to data collected during testing, portfolio assessments, and teacher observation. Kinder students who need intervention are pulled-out by the reading coach. Additional support is provided to all the students by full-time paraprofessional. First and Second graders get their ELA intervention in their classrooms during their literacy block. Second grade gets math intervention as well. Third grade has an ELA intervention push-in program and a Math intervention pull-out program. Fourth and Fifth grade have an intervention pull-out program for both ELA and Math.
- Students will also work on an internet based program, Accelerated Reader, which will help build fluency, comprehension, and interest in reading.

We have 49 ELL students who have been in the country from 4-6 years.

Bilingual 4-6 years

- Science and social studies is taught in English through the use of ESL, scaffolding, repetitions, semantic mapping, diagrams, cooperative learning, etc. Including Special Education classrooms.
- The teacher will maintain Word Walls in Spanish and English with the frequency word for students’ reference and review, including Special Education classes.
- NYSESLAT test practice lessons, including Special Education classes. The test prep book Getting Ready for the NYSESLAT, ELA and Beyond will be used to get the students ready for this test.
- A Balance Literacy Approach will be used for Language Arts instruction. Through this approach the teacher models skills and strategies to the students that they will practice independently at their own reading levels, later on. The teachers will conference individually and/or small group to check comprehension and plan their future mini-lessons, including Special Education classes. They will use the Reading First Program “Storytown” to teach ELA and “Trofeos” to teach NLA.
- An Accelerated Writing Approach in English/Spanish will be followed in which each student keeps a writer’s notebook. In this notebook they practice writer’s skills and strategies previously modeled by the teacher. This writer’s notebook will also contain “seed ideas” that later on will be expanded and extended to be part of the final pieces students will produce each month that will be part of their literacy portfolios, including Special Education classes.
- Students will also receive differentiated instruction when needed. Grouping will be determined according to data collected during testing, portfolio assessments, and teacher observation.

ESL (4-6 years)

- They receive 4 periods (45 minutes) of ESL weekly if they are advanced. Beginner and Intermediate students will receive 8 periods (45) weekly. Classroom teachers will use ESL strategies to deliver academic content area instruction and provide additional support to students, including Special Needs students.
- Classroom teachers will use ESL strategies to deliver academic content area instruction and provide additional support to students, including Special Needs students.

- ESL instruction will be provided by fully certified teachers.
- Combination of Pull-out/Push-in models, including students with an IEP.
- Students will receive intensive ESL instruction that will integrate listening, speaking, reading and writing activities through a thematic approach that will be correlated to topics and themes discussed in class. (ESL teachers will discuss with the classroom teachers to find out the monthly themes). They will also use Rigby Program and AWARD Reading Program depending on students' grades.
- SETSS teacher utilizes "Wilson" program to increase students' phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension strategies, as well as English Language grammar and usage.
- NYSESLAT test practice lessons will be conducted. One of the materials that will be used to prepare students is Getting Ready for the NYSESLAT, ELA and Beyond.
- NYSESLAT Test Prep Academy is offered to students who have been in the country for four to six years and are still at intermediate level. Test Prep Academy will help prepare students for NYSESLAT, and ELA. They will work on phonics, grammar, writing, speaking, listening and reading. Imagine Learning and Getting Ready for the NYSESLAT, ELA and Beyond will be a few of the materials that will be used for these students.
- The Achieve 3000 computer interactive software will be used to continue to develop students reading fluency and comprehension. Using an e-mail presentation the students will interact with their teachers, and other students to communicate about current event articles.
- Students will also receive differentiated instruction when needed. Grouping will be determined according to data collected during testing, portfolio assessments, and teacher observation. Kinder students who need intervention are pulled-out by the reading coach. Additional support is provided to all the students by full-time paraprofessional. First and Second graders get their ELA intervention in their classrooms during their literacy block. Second grade gets math intervention as well. Third grade has an ELA intervention push-in program and a Math intervention pull-out program. Fourth and Fifth grade have an intervention pull-out program for both ELA and Math.
- Students will also work on an internet based program, Accelerated Reader, which will help build fluency, comprehension, and interest in reading.

All are special needs students are serviced. We have a bilingual speech therapist, occupational therapist, and a SETTS teacher that work with students in need of their services. We currently have one SIFE student in third grade. Our plan for her and other possible SIFE students is to provide small group and one-on-one intervention at the student's grade level in their. We also provide additional intervention during extended day. All ELL programs are also provided like Saturday Academy for ELLs and Accelerated Reading.

Once an ELL scores a proficient rating in the NYSESLAT, they are still provided with ELL testing modifications for two years. They also receive small group intervention at their grade level in their classroom with other students that need help in the same skills.

For the upcoming school year we are looking forward to continue expanding our Technological Facilities and offer even more programs that use technology. We also plan to further develop our current initiatives like the Accelerated Reading After-School Program, Saturday Academy for ELLs, and the Technology ESL Class for parents. We strive to continue having programs that work with students in their own grade level.

Professional Development Program

- Fordham University Consultants- Consultants for ELA and Math will be meeting with all teachers and assistant principal (including bilingual and special education) through out the year
- Pre and post observation conferences are provided year round.

- Reading First learning walks and inter-classroom visitations- Led by administration and a Reading First literacy coach. Learning walks will be on going.
- All classrooms teachers will receive a 3 block planning session once a week. During this session the Reading and Math coaches will meet with each grade level once a week. Administrators (Principal and Assistant Principal will attend meetings at least once a month.
- The principal and assistant principal will conduct data meetings once a month with all grade levels during the three block planning period
- New teachers will meet with the school mentors, who are also the Literacy and Math coaches, at least once a week
- Technology training-on going by technology coordinator
- Accelerated Reader Training
- After-school Vertical Alignment Meetings- Different grade level teachers meet with each other to discuss Standards in previous grade and the next grade. Student profiles and portfolio work is discussed between former teacher and current teacher to help the current teacher further develop the student’s needs. Coaches and administrators.

Parental Involvement

Parents of ELLs are very involved in our school community. Most of the PTA members in our school are ELL parents. They hold at least one monthly meeting where the parent coordinator, principal, and our PSO representatives from Fordham are usually present. They also receive additional enrichment courses with the Fordham professors in subjects like Math. Our school has also formed a partnership with YMCA in which they teach ESL in our school to the parents in our community. In addition we also have two programs provided by P.S. 325:

- BILINGUAL WORKSHOPS- There will be 5 different bilingual workshops for parents on subjects like: *Preparing your children for the NYSESLAT*, and *How to develop English proficiency and Maintain the Native Language*. The first workshop will be in January and they will be held monthly until May. The workshops will be given by an ESL teacher. Each workshop will be held for two hours after school.
- PARENT ESL SUCCESSMAKER PROGRAM- The Success Maker Technology program can be adapted to the learning styles, skill levels, and primary language of each parent’s needs. It is available in bilingual courseware. The curriculum includes all content areas including reading, mathematics, and English Language Development/ESL.

The Success Maker Technology program will run for 20 weeks. Title III funds will pay for the per session of the ESL/Bilingual teacher for two hours a week for fifteen weeks beginning in February. The additional weeks will be funded by the Title I parent association. There will be 12-15 parents enrolled in this program.

Part IV: Assessment Analysis

NYSESLAT and LAB-R

PART A: COMPILE LAB-R AND/OR NYSESLAT RESULTS (USE THE RMSR REPORT FROM ATS) TO ANSWER THE QUESTIONS IN THE NARRATIVE AT THE END OF THIS SECTION						
Level	K	1	2	3	4	5
Beginner B	36	12	12	11	3	6
Intermediate I	10	13	13	10	10	3
Advanced	0	1	7	8	17	11

A						
Total Tested	46	26	32	29	30	20
Aggregate performance results to analyze strengths and weaknesses of your ELLS in specific modalities, use the NYSESLAT testing guide developed by the office of ELL's as well as the State memoranda released annually. On analyzing modalities. At a minimum, observe the number of students in each level and grade.						
LISTENING						
B		2	2	0	1	0
I		9	13	4	3	1
A		7	16	17	21	15
SPEAKING						
B		2	2	0	1	0
I		9	13	4	3	1
A		7	16	17	21	15
READING						
B		7	13	4	2	3
I		12	9	13	13	4
A		0	9	7	15	11
WRITING						
B		7	13	4	2	3
I		12	9	13	13	4
A		0	9	7	15	11

Total tested and following percentages include students who scored proficient

Listening and Speaking Percentages

- First Grade- Beginner 9%, Intermediate 39%, Advanced 30%, Proficient 22%
- Second Grade- Beginner 5%, Intermediate 34%, Advanced 43%, Proficient 18%
- Third Grade- Beginner 0%, Intermediate 15%, Advanced 66%, Proficient 19%
- Fourth Grade- Beginner 3%, Intermediate 9%, Advanced 66%, Proficient 22%
- Fifth Grade- Beginner 0%, Intermediate 5%, Advanced 71%, Proficient 24%

The percentages of students scoring advanced in reading and writing fluctuated through the different grades. The reading and writing advanced percentages were lower than in listening and speaking. The percentages were as follows:

- First Grade- Beginner 32%, Intermediate 55%, Advanced 0%, Proficient 13%
- Second Grade- Beginner 33%, Intermediate 23%, Advanced 23%, Proficient 21%
- Third Grade- Beginner 15%, Intermediate 50%, Advanced 27%, Proficient 8%
- Fourth Grade- Beginner 6%, Intermediate 41%, Advanced 47%, Proficient 6%
- Fifth Grade- Beginner 14%, Intermediate 19%, Advanced 52%

There are many programs in place and plans for more to help our ELL students. ELLs that were placed in a bilingual transitional program, as requested by their parents, are receiving 60% of instruction in Spanish and 40%

of instruction in English following the Balanced Literacy Program. These students in addition are receiving extra ESL support by their different cluster teachers. Science and Social Studies cluster teachers teach their subject using ESL strategies in bilingual classrooms. These classrooms also display an array of teaching material in both English and Spanish like word walls and process charts. They also have a 50% English and 50% Spanish classroom library. As each student is ready their percentage will change to 60% English and 40% Spanish.

The ELL students that are in monolingual classrooms receive extra English support from our two ESL instructors. They use a combination of push-in and pull-out models to service those ESL students. These students also have a reduced library in their native language in their monolingual classroom. ESL teachers support the balanced literacy Reading First program that is in place in each student's classroom and they get extra support using the Rigby, AWARD Reading, and Moving on to English..

There are other programs that are offered to all ELL students. There is a Saturday Academy for ELLS. The ASPIRA program is offered at our school. It offers the extra language support ELL students need while working on their homework among other activities.

We had noticed a trend of parents choosing ESL education instead of Transitional Bilingual Education for students who were not yet proficient in English. This had produced a large number of students receiving ESL services between 4-6 years in the country. We did and continue to do the following in order to address it.

1. Meet with parents and explain to them what the bilingual program encompasses and what are the benefits for children who are still not proficient in the second language, of course always letting them know that Bilingual Education is a choice.
2. Create one Transitional Bilingual Class per grade to group not-proficient students (Beginners, Intermediate and Advanced) These students receive 60% of the instruction in English and 40% of instruction in Native Language according to the regulations. This model is switched to a 50/50 percent model by the second semester from March to June. Testable students in English are mainstreamed for English Language Arts, for the whole year.
3. Provide ESL services for not-proficient students whose parent chose a regular setting. These students receive ESL instruction according to their individual mandated time through a combination of pull-out and push-in instruction.
4. They will have a specialized differentiated instructor during the ELA block.
5. Provide an after school program that will address the needs of these children.
6. All teachers including classroom teachers, cluster teachers, and intervention teachers must use differentiated instruction.

We have moved our population on and now the majority of our ELLs have been in school for 3 years or less, and we have no ELLs that have been ELLs that have been ELLs for more than six years.

Our ELLs are receiving support through a very intensive Intervention Program delivered by our six intervention teachers. These students receive one period a day of intervention that helps them to deal with their specific problems and difficulties. These difficulties have been identified through an ongoing system of formal and informal assessments.

We have also noticed that many of our ELLs are performing at lower levels in the reading and writing component of the NYSESLAT Test, in comparison with the listening and speaking parts. That is why we have

trained our teachers to incorporate graphic organizers, vocabulary development and prewriting activities that assist our ELL's to get ready for the writing tasks. We have also incorporated balance literacy to teach English as a Second Language. In this way students practice reading and writing strategies at their own reading level, avoiding the anxiety of dealing with a difficult vocabulary that is over their English Language capacities. Teachers have identified the stage of language acquisition of each student in their classes, so they can differentiate instruction by assigning different kinds of activities according to the student's level. This has been an on going process and slowly the gap between listening and speaking versus reading and writing is slowly closing.

P.S. 325 uses DIBELS to assess early literacy skills for ELLs. The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are assessment measures of the critical skills that underlie early reading success. The assessments predict how well children are likely to be doing in reading comprehension by the end of third grade. The measures administered at each grade level (K-3), help teachers locate, monitor, and intervene with "at risk" students.

All students are given Benchmark Assessments three times per year. Those who are identified as "at risk" are given progress-monitoring assessments on a weekly or bi-weekly basis to track children's response to instruction.

DIBELS is a tool used for planning instruction. The results of DIBELS are used to sort children into groups for instruction tailored to their needs. Each child's results are analyzed to project outcomes on subsequent Benchmark Assessments. Teachers plan intervention instruction to move students toward projected outcomes. On-going progress monitoring determines regrouping and small group instruction objectives.

Data as indicted by DIBELS Benchmark Assessment #1 for ELL students

	<i>Benchmark</i> (Students met benchmark score for this administration indicating that with regular, effective, systematic classroom instruction, student will meet subsequent benchmarks)	<i>Strategic</i> (Assessment indicates some deficits in critical skills requiring some grouping with tailored instruction)	<i>Intensive</i> (Assessment indicates that student is deficient in critical skills and requires intensive intervention)
Kindergarten	7 (17%)	22 (52%)	13 (31%)
First Grade	14 (47%)	7 (23%)	9 (30%)
Second Grade	16 (47%)	7 (21%)	9 (30%)
Third Grade	9 (28%)	10 (31%)	13 (41%)

PART B: REVIEW THE DATA FOR A MINIMUM OF TWO CONTENT AREAS, FILL IN THE NUMBER OF ELLS TAKING THE ASSESSMENTS I ENGLISH OR THE NATIVE LANGUAGE IN EACH PROGRAM											
Test	Grade	Level 1		Level II		Level III		Level IV		Total	
		English	NL	English	NL	English	NL	English	NL	English	NL
ENGLISH											
English Language Arts	3	n/a		n/a		n/a		n/a		n/a	
	4	5		17		6		0		28	
	5	4		13		0		0		17	
	6	n/a		n/a		n/a		n/a		n/a	
NYSAA ELA	Sp. Ed.	n/a		n/a		n/a		n/a		n/a	
MATH											
NY State	3	n/a		n/a		n/a		n/a		n/a	
	4	1		3		25		1		30	
	5	2		5		10		0		17	
	6	n/a		n/a		n/a		n/a		n/a	
NYSAA	Sp. Ed.	n/a		n/a		n/a		n/a		n/a	
SCIENCE											
NY State Assessment	4	6		8		3		0		17	
NYSAA	Sp. Ed.	n/a		n/a		n/a		n/a		n/a	
SOCIAL STUDIES											
NYS Test	5	<i>Scores not available yet</i>									
NYSAA	Sp. Ed.	n/a	n/a	n/a		n/a		n/a		n/a	
OTHER ASSESSMENTS											
	Number of ELLs Administered Test				Number of ELLs passing Test						
ELE	48				25						

ELE	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
	3	13	13	18

Findings:

- 82% of fourth grade English Language Learners were proficient in English Language Arts, as demonstrated by the 2009 New York State ELA Assessment

- 76% of fifth grade English Language Learners were proficient in English Language Arts, as demonstrated by the 2009 New York State ELA Assessment. In comparison.
- 97% of fourth grade English Language Learners were proficient in Mathematics, as demonstrated by the New York State Mathematics Assessment in March 2009.
- 88% of fifth grade English Language Learners were proficient in Mathematics, as demonstrated by the New York State Mathematics Assessment in March 2009.
- These percentages have gone up significantly from the previous year. Last year, only 17% of ELL fourth graders and 11% of ELL fifth graders were proficient.

There are many different programs that are taking place within the school in order to assist in continuing to improve test scores for English Language Learners:

- The balanced literacy model has been moved from a 60:40 ratio to a 50:50 model in order to provide more English instruction to the students.
- All grade levels have an intervention program to help students in ELA. The additional teacher is specialized in differentiated instruction. He/She will be working with different groups who need additional skills to be reinforced. Groups will be constantly changing according to data.
- Advanced students in bilingual classrooms are mainstreamed into monolingual classrooms for Literacy blocks.
- Students are receiving additional ESL instruction in various ways. English Language Learners in monolingual classes are receiving services by ESL teachers through push-in and pull-out models. Students are receiving services through a combination of push-in and pull-out. Bilingual classrooms receive ESL instruction through different cluster teachers (science cluster and social studies cluster).
- There is a reduced Spanish library available in every monolingual classroom available for English Language Learners to read in their native language.
- Classroom learning tools, such as word walls and process charts, are visible for the students in both English and Spanish (bilingual classrooms).
- Test practice lessons have been instituted in order to prepare students for taking the NYSESLAT.
- SETSS and intervention teachers are utilizing the Wilson program and Voyager Program to increase the phonemic awareness, phonics, vocabulary development, reading fluency and reading comprehension strategies with students.
- In order to prepare students for the ELA exam and the NYSESLAT bilingual and ESL students will participate in the Saturday Academy for ELLs.
- Teachers are continuously participating in professional development programs devoted to various ELL services: this includes professional development sessions related to assessment, differentiated instruction and other needs of these students.
- There are many different consultants who assist the teachers in various methods. The school is fortunate enough to have consultants from Fordham University. They will be working with all classroom teachers in mathematics and in literacy.

Our results show that ELL students are scoring higher in English Tests than in tests in their native language. In 2009, 80% of our ELLs passed the ELA State Assessment while only 52% of ELLs passed the ELE (Spanish Reading Test). Another helpful assessment given to ELLs in English, besides the NYSESLAT, that helps us monitor their progress is the ITA. This assessment helps classroom and intervention teachers plan lessons that target students' weakest skills at their own grade level. The ITA is a periodic assessment that is administered three times a year. Our Data Coordinator and teachers work together to break down the tests skills and what each student needs targeted instruction on. Since the ITA is administered throughout the year, we continue to monitor each student's progress. ELA results are also analyzed this way. ELLs that are in Transitional Bilingual Education continue to learn in their native language as they are acquiring English. They receive five periods of native language arts as per the Federal Mandate. They also receive Mathematics

instruction in Spanish using the Everyday Math Program. The amount of each student's native language instruction is determined by their proficiency level.

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K–8 LANGUAGE ALLOCATION POLICY
WORKSHEET

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

SSO/District Fordham University/06	School P.S. 325
Principal Mr. Gary H. Cruz	Assistant Principal Ms. Arelis Javier
Coach Mrs. Hendricks	Coach Ms. Garcia
Teacher/Subject Area Mrs. Garza/ESL	Guidance Counselor
Teacher/Subject Area Ms. Sommerville/Classroom	Parent
Teacher/Subject Area	Parent Coordinator Ms. Rivera
Related Service Provider Ms. Lorenzi/SETTS	SAF
Network Leader	Other Ms. Macdonald/Data Coordinator

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	8	Number of Certified NLA/FL Teachers	0
Number of Content Area Teachers with Bilingual Extensions	7	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	382	Total Number of ELLs	187	ELLs as Share of Total Student Population (%)	48.95%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
- Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
- Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
- Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Part III: ELL Demographics

A. ELL Programs

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown										
	K	1	2	3	4	5	6	7	8	Total
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	24	17	19	21	20	18				119
Dual Language (50%:50%)										0
Freestanding ESL										
Self-Contained										0
Push-In	22	9	15	8	11	3				68
Total	46	26	34	29	31	21	0	0	0	187

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	187	Newcomers (ELLs receiving service 0–3 years)	138	Special Education	29
SIFE	1	ELLs receiving service 4–6 years	49	Long-Term (completed 6 years)	0

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

ELLs by Subgroups

	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	86	0	15	33	0	0	0	0	0	119
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	52	0	10	16	0	4	0	0	0	68
Total	138	0	25	49	0	4	0	0	0	187

Number of ELLs in a TBE program who are in alternate placement: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	24	17	19	21	20	18				119
Chinese										0
Russian										0
Bengali										0
Urdu										0
Arabic										0
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Yiddish										0
Other										0
TOTAL	24	17	19	21	20	18	0	0	0	119

Dual Language (ELLs/EPs)																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0

Russian																		0	0
Korean																		0	0
Haitian Creole																		0	0
French																		0	0
Other																		0	0
TOTAL	0																		

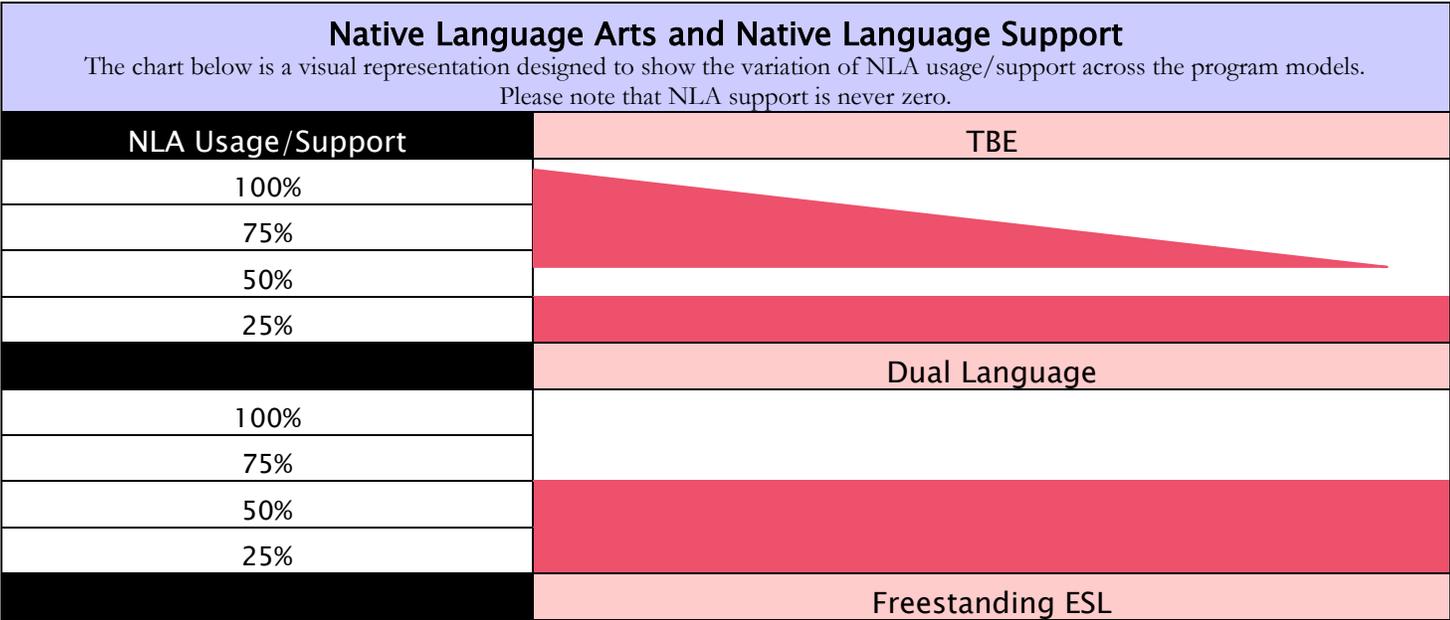
This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____
Ethnic breakdown of EPs (Number)	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

Freestanding English as a Second Language										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	20	9	13	8	11	3				64
Chinese	2									2
Russian										0
Bengali										0
Urdu										0
Arabic			1							1
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish										0
Albanian			1							1
Other										0

Programming and Scheduling Information										
TOTAL	22	9	15	8	11	3	0	0	0	68

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K–8			
	Beginning	Intermediate	Advanced
FOR ALL PROGRAM MODELS			
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS	N/A		
Native Language Arts	90 minutes per day	90 minutes per day	45 minutes per day



100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

Programming and Scheduling Information--Continued

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year

Schools with Dual Language Programs

- How much time (%) is the target language used for EPs and ELLs in each grade?
- How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- How is language separated for instruction (time, subject, teacher, theme)?
- What Dual Language model is used (side-by-side, self-contained, other)?
- Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Professional Development and Support for School Staff

- Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
- What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
- Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Parental Involvement

- Describe parent involvement in your school, including parents of ELLs.
- Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
- How do you evaluate the needs of the parents?
- How do your parental involvement activities address the needs of the parents?

Part IV: Assessment Analysis

A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	36	12	12	11	3	6				80
Intermediate(I)	10	13	13	10	10	3				59
Advanced (A)	0	1	7	8	17	11				44
Total	46	26	32	29	30	20	0	0	0	183

NYSESLAT Modality Analysis										
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8
LISTENING /SPEAKING	B		2	2	0	1	0			
	I		9	13	4	3	1			
	A		7	16	17	21	15			
	P		5	7	5	7	5			
READING/ WRITING	B		7	13	4	2	3			
	I		12	9	13	13	4			
	A		0	9	7	15	11			
	P		3	8	2	2	3			

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	5	17	6	0	28
5	4	13	0	0	17
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	1		3		25		1		30

5	2		5		10		0		17
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	6		8		3		0		17
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

Native Language Tests									
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)				
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	
ELE (Spanish Reading Test)	3	13	13	18					
Chinese Reading Test									

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas

- and Pinnell, DRA, TCRWP). What insights does the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
 3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
 4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
 5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
 6. Describe how you evaluate the success of your programs for ELLs.

Part V: LAP Team Assurances

Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	School Achievement		

	Facilitator		
	Network Leader		
	Other		
	Other		
Signatures			
School Principal		Date	
Community Superintendent		Date	
Reviewed by ELL Compliance and Performance Specialist		Date	

This file, signed, is attached to the CEP document.

Rev. 10/7/09

Title III Budget and Narrative

Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students

Form TIII – A (1)(a)

Grade Level(s) Kinder-Fifth Number of Students to be Served: 187 LEP 197 Non-LEP

Number of Teachers 41

Other Staff (Specify) Principal, Assistant Principal, Parent Coordinator, Reading Coach (new teacher mentor), Math Coach(new teacher mentor), SETTS, Speech Therapist, Technology Coordinator/Teacher

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Priority Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. These supplemental services should complement basic bilingual and ESL services required under CR Part 154. Direct supplemental services should be provided for: before/after-school and Saturday programs, reduced class-size, and/or push-in services. Supplemental instructional support for dual language programs is also permitted. Teachers providing the services must be certified bilingual education/ESL teachers. In the space provided below, describe

- ✓ **school's language instruction program for limited English proficient (LEP) students**
- ✓ **type of program/activities to improve mathematics, native and/or English language learning**
- ✓ **number of students to be served**
- ✓ **grade level(s)**
- ✓ **language(s) of instruction**
- ✓ **rationale for the selection of program/activities**
- ✓ **times per day/week**
- ✓ **program duration**
- ✓ **service provider and qualifications**

P.S. 325 is a (K-5) school with 187 ELLs that provides Transitional Bilingual Education and a Free-Standing ESL Program. The Transitional Bilingual Program will service the students that are in bilingual classrooms and the remaining ELLs that are in monolingual classes will receive ESL services. Some ELLs are not serviced because of the criteria in their I.E.P.

Our instructional model uses the core curriculum which focuses on balanced literacy and balanced mathematics. It is in alignment with NYC and NYS Native Language Arts, English as a Second Language, and The National Council of Teachers of Mathematics. Balanced Literacy and Mathematics is a differentiated approach that allows for the needs and success of our population. Through individual conferencing and mini lessons, instruction is targeted for ELLs with specific learning and language needs. Students will receive ESL instruction through the content area using ESL methodologies such as scaffolding, repetitions and semantic mapping. We are currently using the Rigby On Our Way to English series, Accelerated Reader, Story Town, Award Reading, and Moving into English. For bilingual students the Villa Cuentos program will help build literacy in their native language.

This year students will also be receiving differentiated instruction. Different grade levels have different intervention plans. Kinder students who need intervention are pulled-out by the reading coach. Additional support is provided to all the students by full-time paraprofessional. First and Second graders get their ELA intervention in their classrooms during their literacy block. Second grade gets math intervention as well. Third grade has an ELA intervention push-in program and a Math intervention pull-out program. Fourth and Fifth grade have an intervention pull-out program for both ELA and Math. Groups for differentiated instruction will be determined by data and will be changing constantly according to updated data.

The Title III Grant will be used for the following:

Programs

- SATURDAY ACADEMY FOR ELLs-This academy will be offered to all bilingual and ESL students in all grades. The purpose of this program will be to develop literacy and oral skills and additionally prepare students for the NYSESLAT. Three teachers will work with the ESL students and the bilingual students. Students will attend classes on Saturdays from 9:00a.m.-11:30a.m. We will be using Empire State NYSESLAT Test Prep, the Success Maker Software, and different ELA material. A combination of materials and technologies will be used to help students develop their literacy. In addition, the program will help prepare ELLs to be successful in the ELA State Assessment and the NYSESLAT. The Academy will be supervised by an administrator who will be opening, closing, and running the building on Saturdays. She will also monitor the program.
- ART FOR ELLs -This program will be offered to all ELL students and it will be taught by a certified Art teacher. It will help ELLs build their English communication skills, vocabulary, geography skills, and world history knowledge in addition to art history. The students will help come up with mural ideas and designs for all the school hallways on all three floors and the annex building. Once all hallways are designed and planned the students will paint the murals on the school walls. As part of the program, students will be painting flags from around the world on the third floor. This part of the program will focus on learning about the country that each flag represents, the history of the flag and its design, and about artists that come from that country. They will also learn about the different art styles and periods that the artists used and lived through. Art for ELLs will meet twice a week for one hour and a half. It will begin in November and it will end at the end of January.

Equipment

- Laptops- We will be purchasing 5 laptops in order to continue to promote technology throughout the school. The Laptops will be used for the Saturday Academy for ELLs and in the Parent ESL Successmaker Program.
- Paints and brushes will be bought for the ART FOR ELLs Program.

Salary

- BILINGUAL TECHNOLOGY LIAISON- Our bilingual technology liaison provides intervention for bilingual classrooms and for ELLs in monolingual classrooms. He teaches ESL and Math using technology with different groups. He pushes-in and helps reduce class size while he is working with his group. Since he is providing supplemental services to fully serviced ELLs part of his salary will be provided by the Title III grant.

Professional Development Program

- MATH TECHNOLOGY CONSULTANT- We will be hiring a consultant to work with our bilingual technology liaison to keep promoting learning through technology for our ELL students.

Description of Parent and Community Participation

- BILINGUAL WORKSHOPS- There will be 5 different bilingual workshops for parents on subjects like: *Preparing your children for the NYSESLAT*, and *How to develop English proficiency and Maintain the Native Language*. The first workshop will be in January and they will be held monthly until May. The workshops will be given by an ESL teacher. Each workshop will be held for two hours after school.
- PARENT ESL SUCCESSMAKER PROGRAM- The Success Maker Technology program can be adapted to the learning styles, skill levels, and primary language of each parent's needs. It is available in bilingual courseware. The curriculum includes all content areas including reading, mathematics, and English Language Development/ESL.
The Success Maker Technology program will run for 20 weeks. Title III funds will pay for the per session of the ESL/Bilingual teacher for two hours a week for fifteen weeks beginning in February. The additional weeks will be funded by the Title I parent association. There will be 12-15 parents enrolled in this program.

Form III – A (1)(b)
Title III LEP Program
School Building Budget Summary

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional Salaries	\$15,067.58	Salary for Bilingual Technology Liaison = \$9,014.18 60 hours of per session for 1 teacher for Parent Success Maker Technology ESL class <i>(60 hours x \$49.89= \$2,993.40)</i> 60 hours of per session for an administrator for Saturday Academy for ELLs <i>(60 hours x \$51.00=\$3,060)</i>
Purchased services such as curriculum and staff development contracts	\$1,000	Math Technology Consultant
Supplies and materials	\$9,872.42	5 Laptops for Saturday Academy for ELLs and the Parent Success Maker ESL Program <i>(5 laptops x \$1,400= \$7,000)</i> Computer Ink for printers used in Saturday Academy for ELLs and Parent Success Maker ESL Program <i>(20 ink cartridges x \$24.19= \$483.80)</i> Paper for Saturday Academy for ELLs, Parent Success Maker Technology ESL Program, and Art for ELLs <i>(11 Cases x \$42.99= \$472.89)</i> Art Supplies for Art for ELLs Paint brushes <i>(50 brushes x \$10.12= \$506)</i> Paint <i>(137 bottles of 16oz. acrylic paint x \$10.29= \$1,409.73)</i>
Educational Software	\$6,000	5 Licenses for Success Maker Program to be used in the Saturday Academy for ELLs

		(5 licenses= \$6,000)
Travel		
Other		
TOTAL	\$31,940.00	

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

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.

The first process in collecting data about our families' occurs during registration. When a parent is registering their child and they speak a foreign language an ESL teacher is called in to proceed with the registration and the interview process. The home language survey is explained and completed as well as the interview process. When a native language is not English or Spanish, the parent receives all the documents in the native language that they need (Home Language Identification Survey, Program Choice Form, and Parent Survey). Once the needs of the parents are recorded in the home language survey and through the interview process the Parent Coordinator monitors that these parents translation and interpretation needs are being met. For conferences, if an in house translator is not available we hire one through the DOE.

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.

In P.S. 325 are major interpretation and translation needs are in Spanish. We haven broken down are findings into percentages.

Spanish 97%

Chinese 1.04%

Albanian .26%

Arabic .26%

*Missing percentage are parents who speak English

Part B: Strategies and Activities

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

We provide written translation that is usually provided by school staff. Whenever official DOE documents are released the needed languages are downloaded from the website and given to the parents according to their need. In addition, we have many fluent Spanish speaking staff in our school. When translation is needed in a language other than Spanish we hire translators.

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.

Our school provides in-house interpretation when the language needed is available. When needed we work with an outside contractor for oral interpretation services.

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>.

Official documents, such as parent's bill of rights, are downloaded from the NYCDOE webpage in the appropriate language and distributed to each family.

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:	484,650	66,868	551,518
2. Enter the anticipated 1% set-aside for Parent Involvement:	4,846		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		669	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	24,232		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		3,398	
6. Enter the anticipated 10% set-aside for Professional Development:	48,650		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		6,687	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 97.8%
9. 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.

P.S. 325 has offered to pay for course work required for teachers to obtain the necessary credit to become highly qualified.

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.

P.S. 325 Parent Involvement Policy

- P.S. 325 agrees to put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act. These programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children. P.S. 325 will regularly consult Parent Coordinator, Parent Association, School Leadership Team and parents to receive feedback and/or suggestions for programs, activities and procedures that will be relevant.
- The school ensures 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.
- The school incorporates this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school provides 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 in an understandable and uniform format and, including alternative formats upon request and in languages that parents understand.
- P.S. 325 has an active Parent's Association that meets regularly. The Parent's Association holds yearly elections where parents elect a representative committee that corresponds directly with school administration to convey the needs and concerns of the entire parent population. The Parent's Association sponsors parent workshops, assists in organizing graduation ceremonies, collaborates in the planning of the parents' Spring Retreat and plays an active role in supporting school-wide activities.
- The school involves parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title 1, Part A funds reserved for parental involvement, are spent. The Parent's Association facilitates a meeting where parents discuss the options for spending the funds and determine the activities that the funds will support.
- Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including assuring:
 - 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 and the carrying out of other activities.

P.S. 325 involves parents in all components of the child's learning. Teachers regularly communicate with parents, sharing student progress, concerns, established goals and data throughout the year and on a regular basis. Parents are welcome members of the P.S. 325 community. Parents are invited to attend and participate in regular school activities including performances, book fairs, assemblies and fairs. Parents are regularly informed of school and community events through meetings facilitated by Parent Coordinator where translators are available and newsletters written in English and Spanish. Parents regularly attend workshops related to topics of interest, as decided by parents.

Política de Envolvimiento de Padres de la P.S. 325

- La P.S. 325 acepta llevar a cabo programas, actividades y procedimientos para el involucrimiento de los padres, consistente con la sección 1118 del Acta de Educación Elemental y Secundaria. Estos programas, actividades y procedimientos serán planeados y llevados a cabo a través de una consulta con los padres de los niños que participen. La escuela P.S. 325 consultará regularmente con la Coordinadora de Padres, la Asociación de Padres, el Equipo de Liderazgo y con los padres para recibir opiniones y/o sugerencias para programas, actividades y procedimientos que sean relevantes para la escuela.
- La escuela asegura que el nivel de involucrimiento del padre en la escuela requerido por la política de involucrimiento del padre este afin con los requerimientos de la sección 1118 (b) de la ESEA e incluya, como componente, un compacto del padre y la escuela que este afine con la sección 1118 (d) de la ESEA.
- La escuela incorpora esta política de involucrimiento del padre dentro del plan de mejoramiento.
- Para satisfacer la parte A de Título I sobre los requerimientos de involucrimiento del padre, de manera práctica, la escuela ofrece total oportunidad para participar a padres con conocimiento limitado de ingles, de niños con impedimentos y niños inmigrantes, lo cual incluye formatos alternativos con requerimiento previo, y en idiomas que el padre pueda entender.
- La escuela P.S. 325 tiene una Asociación de Padres activa que se reúne regularmente. La Asociación de padres lleva a cabo elecciones anuales donde los padres eligen un representante de comité que trabaje directamente con la administración de la escuela para satisfacer las necesidades y las preocupaciones de toda la población de padres. La Asociación de Padres patrocina talleres educativos para padres, asiste en la organización de las ceremonias de graduación y juega un papel importante en apoyar todas las actividades de la escuela
- La escuela envuelve a padres de niños que reciben servicios de Título I, programas parte A en las decisiones sobre como el 1 por ciento de los fondos de Título I, Parte A reservados para involucrimiento del padre, es gastado.
- Involucrimiento del padre significa la participación regular de los padres y significativa comunicación integrando aprendizaje académico del estudiante y otras actividades incluyendo asegurar:
 - i. Que los padres jueguen un papel integral en ayudar a sus hijos (as) con su aprendizaje
 - ii. Que los padres sean activamente incentivados a involucrarse en la educación de sus hijos (as) en la escuela de estos
 - iii. Que los padres sean aliados absolutos en la educación de sus hijos (as) y que sean incluidos, de manera apropiada, en la toma de decisiones y en los comités de asesoría para asistir en la educación de su hijo (a) y en llevar a cabo otras actividades.

La escuela P.S. 325 envuelve padres en todos los componentes del aprendizaje del niño (a). Los profesores regularmente se comunican con los padres para discutir el progreso del estudiante, cualquier inquietud, y para establecer metas y para discutir la data a través del año. Los padres son bienvenidos como miembros de la comunidad de la P.S. 325. Los padres estan invitados a participar en la actividades regulares de la escuela incluyendo actuaciones, ferias del libro, asambleas y otras actividades. A los padres se les informa regularmente sobre los eventos de la escuela y la comunidad a través de reuniones facilitadas por la Coordinadora de Padres donde hay traductores disponibles y un boletín informativo disponible tanto en ingles como en español. Los padres regularmente participan en talleres educativos relacionados con tópicos de su interés los cuales son decididos por los padres.

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.

P.S.325M

School – Parent Compact

The school and parents working cooperatively to provide for the successful education of the children agree:

<i>The School Agrees</i>	<i>The Parent/Guardian Agrees</i>
<ul style="list-style-type: none"> ○ To convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved. ○ To offer a flexible number of meetings at various times, and if necessary, and funds are available, to provide transportation, child care or home visits for those parents who cannot attend regular school meetings. ○ To actively involve parents in planning, receiving and improving the Title I programs and the parental involvement policy. ○ To provide parents with timely information about all programs ○ To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information. ○ To provide high quality curriculum and instructions. ○ To assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e., literacy classes, workshops on reading strategies, to become involved in developing, implementing, evaluating, and revising the school-parent involvement policy. ○ To deal with communication issues between teachers and parents through: <ul style="list-style-type: none"> ➤ Parent/teacher conferences at least twice a year at which teachers will share progress and data analysis reports containing goals set for students. ➤ Frequent reports to parents on their children’s progress. 	<ul style="list-style-type: none"> ○ To participate in all the parent meetings and workshops including the annual Meetings for Title I, Parent/Teacher Conferences, regular and extraordinary meetings, and the planning sessions performed by the Leadership Team. ○ To participate in or request technical assistance training that the local education authority or school offers on child rearing practices and teaching and learning strategies. ○ To work with his/her child/children on school work through reading aloud activities for 15 to 30 minutes per day to our lower grade students (1st to 3rd) ○ To monitor his/her child’s/children’s attendance and punctuality. <ul style="list-style-type: none"> ○ To monitor children’s completion of homework, independent reading at home and television watching. ○ To share the responsibility for improved student achievement with teachers and school staff. ○ To communicate with his/her child’s/children’s teachers about their educational needs regularly and respond to communication from the school. ○ To treat all school staff members with courtesy and respect. <ul style="list-style-type: none"> ○ To have high expectations for their children ○ To provide information to the school on the type of training or assisting they would like and/or need to help them be more effective in assisting their child/children in the education process. <ul style="list-style-type: none"> ○ To offer support for school activities. ○ To help out at school by volunteering time, skills or resources. ○ To provide current contact information and notify

<ul style="list-style-type: none"> ➤ Reasonable access to staff ➤ Opportunities to volunteer and participate in their child's class. ➤ Observation of classroom activities ➤ School curricular and extra-curricular activities 	<p>school of any changes in contact information as the year progresses.</p>
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P.S.325M /La Escuela – Contrato del Padre

La escuela y los padres con la finalidad de proveer una exitosa educación a los niños, trabajan conjuntamente y aceptan lo siguiente:

<i>La escuela conviene</i>	<i>El Padre /Tutor acepta</i>
<ul style="list-style-type: none"> ○ Organizar una reunión anual para los padres de Título I para informar sobre los programas de Título I y su derecho a integrarse. ○ Ofrecer un determinado número flexible de reuniones a diferentes horas y si fuera necesario y hubiera fondos disponibles, proveer transportación, cuidado de niños o visita a la casa para esos padres que no pueden asistir a las reuniones regulares de la escuela. ○ Envolver activamente a los padres en planear, recibir y mejorar los programas de Título I y las políticas de involucramiento del padre. ○ Facilitar al padre con información al día sobre los programas ○ Proveer reportes de rendimiento y resultados de pruebas individuales del estudiante para cada niño (a) e información sobre la educación del distrito escolar. ○ Proveer un currículo e instrucción de alta calidad ○ Mediar asuntos de comunicación entre profesores y padres a través de: <ul style="list-style-type: none"> ➤ Conferencias de padres y maestros, por lo menos dos veces al año en las cuales los profesores discutirán el progreso y los reportes de análisis de datos conteniendo las metas establecidas para el estudiante ➤ Reportes frecuentes para los padres sobre el progreso académico de su hijo (a) 	<ul style="list-style-type: none"> ○ Participar en todas las reuniones para padres y los talleres educativos incluyendo la reunión anual de Título I, conferencias de padres y maestros, reuniones regulares y extraordinarias y las sesiones planeadas que llevan a cabo la Asociación de Padres. ○ Participar o requerir un entrenamiento de asistencia técnica que la autoridad de educación local o escuela ofrece sobre práctica educacional y estrategias de enseñanza y aprendizaje. ○ Trabajar con sus hijos (as) que estén en grados bajos, (1ero. al 3ro) en los trabajos de la escuela mediante lecturas en voz alta por 15 a 30 minutos ○ Supervisar la asistencia y puntualidad de sus hijos (as) ○ Supervisar que sus hijos (as) completen las tareas, lean independientemente y vean televisión de manera controlada ○ Compartir con el profesor y el personal de la escuela la responsabilidad de mejorar el progreso del estudiante ○ Comunicarse regularmente con los profesores de sus hijos (as) para tratar sus necesidades

<ul style="list-style-type: none"> ➤ Acceso razonable a la comunicación con el personal ➤ Oportunidades para trabajar voluntariamente y participar en la clase de su hijo (a) ➤ Observación de las actividades en el salón de clases <ul style="list-style-type: none"> ○ Actividades extra-curriculares de la escuela ○ Asegurar que los padres participen en actividades de desarrollo profesional, si la escuela determina que estas son adecuadas; entiendase , clases de literatura, talleres educativos para los padres sobre estrategias para leer, de como participar, implementar, evaluar y revizar la política de participación del padre en la escuela de su hijo (a) 	<p>educacionales y responder las comunicaciones que recibe de la escuela</p> <ul style="list-style-type: none"> ○ Tratar a todos los miembros del personal de la escuela con cortesía y respeto ○ Tener expectativas altas sobre sus hijos (as) ○ Proveer información a la escuela sobre los tipos de entrenamientos ó asistencia que les gustaría y/o necesitaran para ayudarse a sí mismos a ser más efectivos al ayudar a sus hijos (as) en el proceso de educación ○ Ofrecer ayuda en las actividades de la escuela ○ Ayudar a la escuela ofreciendo su tiempo libre para trabajar voluntariamente, así como también destrezas o recursos ○ Proveer información al día de como contactarle y notificar a la escuela si a través del año escolar, esta información para poder contactarlos ha cambiado.
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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.

For detailed information, please refer to the needs assessment, found in this document on pages 11-36.

2. School wide 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.

For detailed information, please refer to following sections found within this document:

- Needs assessment, pages 11-36
- Action Plans, pages 38-56
- Appendix One, pages 59-60
- Appendix Two, pages 62-74

3. Instruction by highly qualified staff.

For detailed information, please refer to:

- Appendix Two, pages 62-74
- Appendix Four, page 78

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.

For detailed information, please refer to following sections found within this document:

- Needs assessment, pages 11-36
- Action Plans, pages 38-56
- Appendix Two, pages 62-74

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

For detailed information, please refer to following sections found within this document:

- Needs assessment, pages 11-38

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

For detailed information, please refer to following sections found within this document:

- Needs assessment, page 13
- Action Plans, pages 55-56
- Appendix Two, pages 62-74
- Appendix Three, page 75
- Appendix Four, pages 78-84

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.

For detailed information, please refer to following sections found within this document:

- Needs assessment, pages 11-36
- Action Plans, pages 38-56
- Appendix One, pages 59-60
- Appendix Two, pages 62-74

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.

For detailed information, please refer to following sections found within this document:

- Needs assessment, pages 11-36

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.

For detailed information, please refer to following sections found within this document:

- Needs assessment, pages 11-36

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.

For detailed information, please refer to following sections found within this document:

- Needs assessment, pages 11-36
- Appendix Nine

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.

For detailed information, please refer to following sections found within this document:

- Needs assessment, pages 11-36
- Action Plans, pages 38-56

2. Ensure that planning for students served under this program is incorporated into existing school planning.

For detailed information, please refer to following sections found within this document:

- Needs assessment, pages 11-36
- Action Plans, pages 38-56

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;

For detailed information, please refer to following sections found within this document:

- Needs assessment, pages 11-36
- Action Plans, pages 38-56

4. Coordinate with and support the regular educational program;

For detailed information, please refer to following sections found within this document:

- Needs assessment, pages 11-36
- Action Plans, pages 38-56

5. Provide instruction by highly qualified teachers;

For detailed information, please refer to following sections found within this document:

- Needs assessment, pages 11-36
- Action Plans, pages 38-56

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

For detailed information, please refer to following sections found within this document:

- Needs assessment, pages 11-36
- Action Plans, pages 38-56

7. Provide strategies to increase parental involvement; and

For detailed information, please refer to following sections found within this document:

- Needs assessment, pages 11-36
- Action Plans, pages 38-56

8. Coordinate and integrate Federal, State and local services and programs.

For detailed information, please refer to following sections found within this document:

- Needs assessment, pages 11-36
- Action Plans, pages 38-56

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 1 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: _____ **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

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 Identified for 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. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) 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.

¹ 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.

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

**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.

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)*² 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

² 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 has or will engage in to assess whether this finding is relevant to your school's educational program.

In order to assure that our curriculum is meeting state expectations and the needs of our students and teachers, P.S. 325 is constantly monitoring progress and revising where needed. The cabinet and lead teachers of P.S. 325 reviewed the key findings developed through the findings from the audits of the written, tested and taught curriculum in ELA. Throughout this process, we were able to reflect on our school's current educational program by examining our current initiatives in relationship to these findings to brainstorm and plan forward.

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?

We read and reviewed the ELA Alignment Issues found under Key Finding 1A. English Language Arts to determine whether or not we felt P.S. 325's current instructional program is relevant to these findings.

We feel as though there are gaps in the written curriculum. P.S. 325 has created its own writing curriculum aligned to Accelerated Writing and the Story Town curriculum. When analyzing data and portfolios of all students, including English Language Learners and students with disabilities, alongside feedback of teachers and administrators, we recognized that writing needed to be a focus for our students. Teachers met over the summer, and continue to meet with Fordham University PSO Consultants to create and revise writing tasks that are relevant to the curriculum and rigorous for students.

P.S. 325 currently implements the Reading First Program in grades K-3. In order to make our literacy curriculum consistent, we have purchased the Story Town Program for grades 4 and 5 as well. In Reading First grades, teachers implement stations for students to participate in various tasks as a key

component of the lesson. In order to keep the literacy model consistent, teachers in grades 4-5 also are implementing stations in a similar manner focusing on key skills to supplement the lesson, extension tasks, test preparation, components of the Story Town Intervention Station, Acuity or guided reading. There is a differentiation teacher in grades 1-3 to provide small group instruction and emphasis data driven instruction towards the targeted needs of students. During the first period of the literacy block, one teacher teaches the mini lesson to the whole group as aligned to the pacing calendar. The second teacher in the room pulls a small group of struggling students and reteach the same mini lesson at an appropriate level for those students. During the second period of the literacy block, the stations take place, facilitated by both teachers. For students who are identified as at-risk in grades k, 4-5, students receive additional support through a pull-out model. These children receive targeted intervention aligned to their needs.

Teachers are spending time looking at the New York State Standards and Story Town curriculum, alongside student data to make instructional decisions. Grade level teachers (including special education and bilingual) meet on a weekly basis, often with the Literacy Coach and/or Fordham University Consultant to plan lessons. Teachers are often backward planning by looking at the standards first.

We feel as though our taught curriculum is aligned to the state standards. Although this was identified as a concern through this study, we feel as though this is not our case. Because we are a Reading First school, our teachers facilitate instruction that involves the seven key reading areas in great depth. This is consistently monitored through our Reading First Coach and administration. Because we were pleased with this program, we opted to purchase Story Town for the upper grades and replicate the same process. Through our priority of improving our writing program, we are spending time addressing the five different areas of writing to better benefit our students, giving our students enough opportunities to participate in writing. Teachers in all grades regularly have read-alouds and listening centers to allow students more time for listening activities. For speaking, students are using accountable talk prompts and often participate in oral presentations or exit projects.

Fortunately for our staff and students, we have an abundance of ELA materials. P.S. 325 assessed its libraries and classrooms and determined there were not enough materials to meet the needs of all learners and decided to act upon that. There are regular leveled libraries in each classroom with books of various genres and reading levels. With the Story Town program, we were provided with different guided reading libraries for different learners, below level, on level, above level (for challenging students) and English Language Learners. We also received additional titles to supplement libraries in English and Spanish from the Carmel Hill Fund which provides Accelerated Reader to our students. Accelerated Reader is available in every classroom, encouraging students to read books on their appropriate grade levels in English or Spanish.

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.

To continue to provide these services, however, P.S. 325 continues to need support from central by receiving additional resources.

1B. Mathematics

Background

FALL 2009

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 has or will engage in to assess whether this finding is relevant to your school's educational program.

In order to assure that our curriculum is meeting state expectations and the needs of our students and teachers, P.S. 325 is constantly monitoring progress and revising where needed. The cabinet and lead teachers of P.S. 325 reviewed the key findings developed through the findings from the audits of the written, tested and taught curriculum in mathematics. Throughout this process, we were able to reflect on our school's current educational program by examining our current initiatives in relationship to these findings to brainstorm and plan forward.

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?

P.S. 325 follows the Everyday Mathematics curriculum for Grades K-5. We feel as though this program has provided students with a strong foundation in basic math skills, through the development of their ability to solve complex mathematical problems, and the application of mathematical reasoning to real-world situations. During the daily math block, teachers include a mini-lesson, accountable talk, independent and/or small group practice, conferencing and sharing time. The use of manipulative materials and games will be highly recommended and monitored to offer students concrete, visual representations of the skills and prior to moving into abstraction. The second period of the math block will be structured to allow opportunity for math centers and guided math instruction.

Teachers are consistently designing lessons that are rigorous for our students. Teachers are planning lessons aligned to Everyday Mathematics and supplementing those lessons with performance based portfolio tasks. These tasks are being designed by classroom teachers and Fordham University PSO Consultants to assure that they are rigorous and requiring students to take these skills to the next level. The performance based portfolio tasks incorporate New York State Process and Content Strands and add an additional dimension to the students learning. Technology classes are also incorporating the use of Accelerated Mathematics, a program which aligns mini lessons to the targeted needs of students according to various New York State Standards.

To support all students, students who are identified as at-risk in grades two through five are receiving small group intervention. These students are receiving instruction that is aligned to their needs. Intervention teachers are supplementing this skill-based instruction with Everyday Math games and the use of Accelerated Mathematics.

We feel as though our mathematics program, complete with instruction by EDM/Impact Mathematics, chapter tests, use of manipulatives and games, performance based portfolio tasks and Accelerated Math is relevant to state standards and the needs of our students because of the monitoring and supervision that is facilitated through the school's administration.

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.

To continue to provide these services, however, P.S. 325 continues to need support from central by receiving additional resources.

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 has or will engage in to assess whether this finding is relevant to your school’s educational program.

In order to assure that our instruction is meeting state expectations and the needs of our students and teachers, P.S. 325 is constantly monitoring progress and revising where needed. The cabinet and lead teachers of P.S. 325 reviewed the key findings developed through the findings from the audits of English Language Arts instruction. Throughout this process, we were able to reflect on our school’s current educational program by examining our current initiatives in relationship to these findings to brainstorm and plan forward.

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?

We feel as though our focus on English Language Arts dispels the relevance of this finding to our educational program. English Language Arts is a priority at P.S. 325, which is evidenced by our student centered literacy models.

P.S. 325 currently implements the Reading First Program in grades K-3. In order to make our literacy curriculum consistent, we have purchased the Story Town Program for grades 4 and 5 as well. In Reading First grades, teachers implement stations for students to participate in various tasks as a key component of the lesson. In order to keep the literacy model consistent, teachers in grades 4-5 also are implementing stations in a similar manner focusing on key skills to supplement the lesson, extension tasks, test preparation, components of the Story Town Intervention Station, Acuity or guided reading. In grades 1-3, there is an intervention/differentiation teacher who is in the classroom to support literacy instruction. During the first period of the literacy block, one teacher teaches the mini lesson to the whole group as aligned to the pacing calendar. The second teacher in the room pulls a small

group of struggling students and reteaches the same mini lesson at an appropriate level for those students. During the second period of the literacy block, the stations take place, facilitated by both teachers. In grades K, 4-5, students who are identified as at risk are also receiving academic intervention services. These children are receiving targeted interventions aligned to their needs provided in a pull-out model. This literacy model is consistent in all classes, grades K-5, including bilingual and special education.

Teachers incorporate different facets of literacy during the English Language Arts blocks including, incorporating various genres, read alouds, accountable talk, guided reading, writing tasks, shared reading, incorporation of social studies, science, arts and technology into literacy instruction, differentiated instruction, Achieve 3000, aligning lessons to the targeted needs of students and Accelerated Reader.

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.

To continue providing these services to our students and provide alignment with our instruction, P.S. 325 requires additional resources from central.

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* (SOM³) and SEC results also shed light on some of the instructional practices in the 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 has or will engage in to assess whether this finding is relevant to your school’s educational program.

³ 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 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.

In order to assure that our instruction is meeting state expectations and the needs of our students and teachers, P.S. 325 is constantly monitoring progress and revising where needed. The cabinet and lead teachers of P.S. 325 reviewed the key findings developed through the findings from the audits of mathematics instruction. Throughout this process, we were able to reflect on our school's current educational program by examining our current initiatives in relationship to these findings to brainstorm and plan forward.

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?

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.

We feel as though our mathematics instruction is student centered and thus dispels this finding.

P.S. 325 follows the Everyday Mathematics curriculum for Grades K-5. We feel as though these programs have provided students with a strong foundation in basic math skills, through the development of their ability to solve complex mathematical problems, and the application of mathematical reasoning to real-world situations. During the daily math block, instruction is facilitated through the workshop model, including a mini-lesson, accountable talk, independent and/or small group practice, conferencing and sharing time. The math reflection log provide students the opportunity to explain and discuss their mathematical thinking in their own words. The use of manipulative materials, math centers and games are part of the math initiatives and monitored to offer students concrete, visual representations of the skills and prior to moving into abstraction. Students are given ample opportunity to practice key ideas and share their findings or final product with the class as a whole.

Teachers are encouraged to differentiate instruction through the use of small cooperative learning group activities and guided mathematics formed by students with similar needs. By doing this, they are able to provide the necessary Tier One, in class interventions to their students. Students in grades 2-5 are receiving additional support during math periods through small group instruction and enrichment activities supplemented by Accelerated Math.

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.

To continue to provide these services, however, P.S. 325 continues to need support from central by receiving additional resources.

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:

3.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

The cabinet of P.S. 325 reviewed this key finding related to teacher experience and stability.

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?

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.

P.S. 325 is a relatively new school, having opened only in the Fall of 2005. P.S. 325 has always had a relatively young staff with only 27% having taught more than five years at any other school. Again in the 2009-2010 school year, a very small percentage of teachers opted to leave P.S. 325 and left the New York City Department of Education entirely. We account for this stability because of the support and professional development that is provided to our teachers. New teachers receive the support from the Coaches and support staff providing guidance in understanding curriculum, instructional strategies, classroom management and acclimating to school procedures. Teachers also received different support and professional development in differentiated ways according to their needs from various personnel, including Reading First Coach/Math Coach, lead teachers, Data Specialist, IEP Teacher, school administration, weekly collaborative planning with colleagues and Fordham University consultants.

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.

To continue to provide this support, P.S. 325 continues to need support from central by receiving additional resources.

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 has or will engage in to assess whether this finding is relevant to your school's educational program.

In order to assure that our professional development, specifically of English Language Learners, is meeting state expectations and the needs of our students and teachers, P.S. 325 is constantly monitoring progress and revising where needed. The cabinet and ESL/bilingual teachers of P.S. 325 reviewed the key findings developed. Throughout this process, we were able to reflect on our school's current educational program by examining our current initiatives in relationship to these findings to brainstorm and plan forward.

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?

P.S. 325 teachers receive differentiated professional development, that is, professional development tailored toward the needs and situations of individual teachers. P.S. 325 evaluates professional development needs of teachers through observation and collaboration. Coaches and administration will target support on teachers in the areas of: engaging and supporting all students in learning; creating and maintaining an effective environment; understanding and organizing core curriculum; planning and delivering effective instruction to meet student needs; assessing student learning; and data-driven instruction. Professional development is provided by Reading First/Literacy Coach, Math Coach, Data Specialist, Fordham PSO provide differentiated professional development and support to all teachers. ESL, bilingual and monolingual teachers with English Language Learners are all exposed to similar professional development opportunities. Grade level teams meet once a week for a three-period block of collaboration and planning. The hope is that through collaboration, teachers will share best practices used in bilingual classes and replicate these strategies with English Language Learners in monolingual classes.

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.

To continue to provide this support, P.S. 325 continues to need support from central by receiving additional resources.

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:

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5.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

The cabinet of P.S. 325 reviewed the key findings developed. Throughout this process, we were able to reflect on our school's current educational program by examining our current initiatives in relationship to these findings to brainstorm and plan forward in relationship to data use and monitoring of ELL students.

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?

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.

P.S. 325 has, for the past few years, been using data to drive instruction in all classrooms, including bilingual and monolingual classes with English Language Learners. The data specialist and Principal regularly review the data of all assessments, including New York State English Language Arts, Mathematics and NYSESLAT, as well as Reading3D, DIBELS, NYC Periodic Assessments and classwork/portfolio tasks/tests. The data specialist and Principal meet regularly with teachers to discuss data from the various assessments, paying close attention to progress of individual students and trends of various groups, including English Language Learners. The data specialist breaks down the data from the New York State assessments to identify trends of subgroups, including economically disadvantaged, students with IEPs, gender and English Language Learners. As our data specialist and teachers are having more exposure with the use of data and resources such as ARIS, teachers are able to easily sort and analyze data, especially of English Language Learners.

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 has or will engage in to assess whether this finding is relevant to your school's educational program.

In order to assure that our professional development, specifically of students with disabilities, is meeting state expectations and the needs of our students and teachers, P.S. 325 is constantly monitoring progress and revising where needed. The cabinet and special education teachers of P.S. 325 reviewed the key findings developed. Throughout this process, we were able to reflect on our school's current educational program by examining our current initiatives in relationship to these findings to brainstorm and plan forward.

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?

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.

P.S. 325 teachers receive differentiated professional development, that is, professional development tailored toward the needs and situations of individual teachers. P.S. 325 evaluates professional development needs of teachers through observation and collaboration. Support staff provides teachers with guidance in engaging and supporting all students in learning; creating and maintaining an effective environment; understanding and organizing core curriculum; planning and delivering effective instruction to meet student needs; assessing student learning; and data-driven instruction. Professional development is provided by the Reading First/Literacy Coach, Math Coach Data Specialist, IEP teacher, Fordham PSO provide differentiated professional develop and support to all teachers. Self contained special education, CTT teachers and general education teachers with students with disabilities are all exposed to similar professional development opportunities. Grade level teams, including special education teachers, meet once a week for collaboration and planning. Special education teachers are encouraged to attend meetings and workshops offered by Fordham University and New York City Department of Education to enrich their understanding and instruction of students with disabilities.

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 has or will engage in to assess whether this finding is relevant to your school's educational program.

The cabinet of P.S. 325 reviewed the key findings developed. Throughout this process, we were able to reflect on our school's current educational program by examining our current initiatives in relationship to these findings to brainstorm and plan forward in relationship to data use and monitoring of ELL students.

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?

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.

The IEPS of students specify testing accommodations and modifications for students with disabilities. Our teachers attempt to incorporate modifications, according to their IEPS in classroom instruction. Our teachers incorporate strategies for students with disabilities and plan lessons accordingly to incorporate the needs of students. All students are receiving instruction targeted to their individual needs, as reflected by their data on New York City and New York State assessments, as well as through classroom observations and student work. Students who are identified as at risk are receiving services and additional support as necessary. The self-contained special education classes have additional support in the classroom provided by support teachers or paraprofessionals.

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.

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>

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 current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.) 6
2. Please describe the services you are planning to provide to the STH population.

To support our population of students who are in temporary housing (STH), P.S. 325 provides resources to benefit our families. We have identified a liason who is responsible for keeping track of the STH students in the school. STH are provided the same access to all after school and Saturday academic and extracurricular programs to provide additional support both academically and socially. The students are given opportunities to attend the ASPIRA Community Based Organization which provides snack and activities for children until 5:00 PM Mondays through Fridays and during school and summer breaks. Students are also able to attend our Saturday Academy and participate in after school programs participating in sports (baseball, basketball, cheerleading and soccer), arts (visual arts, chorus and band) and academic (Accelerated Reader After School Academy). We provide resources to families, as needed, by providing uniforms, graduation caps and gowns, and needs around Christmas and Thanksgiving.

Part B: FOR NON-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).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

