



**PS 25 THE EUBIE BLAKE SCHOOL
2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

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

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SECTION I: SCHOOL INFORMATION PAGE

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

SCHOOL ADDRESS: 787 Lafayette Avenue

SCHOOL TELEPHONE: (718) 74-2336 **FAX:** (718) 455-838

SCHOOL CONTACT PERSON: Anita M. Coley **EMAIL ADDRESS:** acoley2@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Denise Dowers

PRINCIPAL: Anita M. Coley

UFT CHAPTER LEADER: Wendy Walker-Wilson

PARENTS' ASSOCIATION PRESIDENT: Wanda Pinnick

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 16 **CHILDREN FIRST NETWORK (CFN):** 130

NETWORK LEADER: _____

SUPERINTENDENT: Evelyn Santiago

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Anita Coley	*Principal or Designee	
Wendy Walker-Wilson	*UFT Chapter Chairperson or Designee	
Wanda Pinnick	*PA/PTA President or Designated Co-President	
S'Ken Evans	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Charmaine Noel	CBO Representative, if applicable	
Denise Dowers	Member/Staff	
Stephen Calvano	Member/Staff	
Joyce Satyanarayana	Member/Staff	
Charlene Steed-Borne	Member/Parent	
Eleanor Whitaker	Member/Parent	
Wanda Pinnick	Member/Parent	
	Member/	

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.

Vision:

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

Our vision embraces the philosophy of a "School-of- One;" where every single child is differentiated for based on his/her needs and interests; where each child is seen as the only child in the school; where learning is personalized for every child and where every child will know that there is at least one adult in the building who knows his/her story and cares deeply about him/her

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

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

An element that, we believe, distinguishes PS 25 is our attention to the academic needs of students in all grades, starting with Kindergarten. This is particularly evidenced in the allocation of resources in the areas of classroom technology and academic intervention.

PS 25 has increased the use of educational technology over the past several years. We have a full computer lab, and each classroom has at least 2 desktop computers. Additional technological resources are:

- Interactive whiteboards ("smartboards") in each classroom K – 5
- Elmo document camera in each classroom K – 5
- Laptops for each student in grades K – 2 and 4 – 5 housed within the classroom

This year we entered a pilot program through the New York City Department of Education named the I-Zone Initiative. Our 4th grade students are using the computer-based *SuccessMaker* program daily for supplemental ELA and math instruction, and our 5th grade is similarly receiving instruction using the Internet-based *Time to Know* program. Both these programs are designed to provide individualized, differentiated instruction.

Academic Intervention Services (AIS) is a major focus, targeting students in grades Kindergarten through 5. In addition to academic interventions that are provided by classroom teachers and educational assistants, we have 4 full-time intervention teachers. Out-of-classroom "cluster" teachers are also assigned at-risk students for intervention. To meet the academic needs of our youngest students, Educational Assistants, working closely with supervising classroom teachers, provide instructional support within the classroom in grades Kindergarten

– 1 during the school day. AIS teachers utilize a variety of delivery models, depending on the needs of the children. They ‘push-in’ the classroom, designed to help students with classroom instruction, and for those students who need further support, there is ‘pull-out’ individual and small-group instruction. The math and literacy coaches provide additional support. AIS providers have been trained and have expertise in the following programs:

- Read 180 (which this year is provided to target students as an after-school activity)
- Wilson Reading Program
- Wilson Foundations
- Reading Recovery
- Harcourt Trophies Intervention
- EveryDay Mathematics Intervention

A major aspect of our vision of meeting the needs of the whole child is found in our extensive collaborations with community-based organizations (CBOs) and outside agencies to bring supportive services to our students. We feel that this is a major strength of our school. We have developed relationships with off-site providers for services such as eye exams and glasses, as well as developed on-site providers such as mental health counseling and dental services. We have brought arts providers into the school as part of our programming.

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

Partnership with Children (PWC), funded through the Robin Hood Foundation, is our on-site social services partner agency. We have enjoyed this collaboration for the past 6 years, over which time PWC has become an integral part of the school community. PWC social workers provide individual and small-group counseling, as well as therapeutic clubs. Additionally, each year grades are targeted for whole-class support, with 2nd and 3rd grades receiving this focus for the school year 2010-11.

Other organizations with which we work include:

- **Healthy Snacks** provides a nutritious daily snack
- **Bread for Life** arranges for and supplies food during holidays
- **Cookshop/Food Bank of America** focuses on healthy eating and cooking, and provides all materials and supplies to early childhood classes for weekly cooking activities
- **79th Police Precinct** hosts an annual year-end holiday party and distributes gifts to our students
- **Gift of Sight** provides full eye exams and eyeglasses for screened students who are unable to afford vision services
- **NY Cares**
- **Toys for Tots**
- **Volunteers of America**
- **AmeriGroup** offers free health insurance to our children and their families

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 025 Eubie Blake School								
District:	16	DBN:	16K025	School BEDS Code:	331600010025				
DEMOGRAPHICS									
Grades Served:	Pre-K	√	3	√	7		11		
	K	√	4	√	8		12		
	1	√	5	√	9		Ungraded	√	
	2	√	6		10				
Enrollment				Attendance - % of days students attended :					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	31	31	32		89.8	90.4	TBD		
Kindergarten	40	54	47	Student Stability - % of Enrollment :					
Grade 1	60	43	52	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 2	50	58	50		85.5	85.4	TBD		
Grade 3	65	50	52	Poverty Rate - % of Enrollment :					
Grade 4	56	72	50	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 5	65	52	74		94.2	94.2	97.8		
Grade 6	0	0	0	Students in Temporary Housing - Total Number :					
Grade 7	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 8	0	0	0		13	86	TBD		
Grade 9	0	0	0	Recent Immigrants - Total Number :					
Grade 10	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 11	0	0	0		0	3	3		
Grade 12	0	0	0	Special Education Enrollment:					
Ungraded	0	0	7	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Total	367	360	364						
				Suspensions (OSYD Reporting) - Total Number:					
<i>(As of October 31)</i>				<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	15	24	28	Principal Suspensions	37	0	TBD		
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	11	4	TBD		
Number all others	12	15	14	Special High School Programs - Total Number:					
<i>These students are included in the enrollment information above.</i>				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
				CTE Program Participants	0	0	0		
English Language Learners (ELL) Enrollment:				Early College HS Program Participants	0	0	0		
<i>(BESIS Survey)</i>				Number of Staff - Includes all full-time staff:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
# in Transitional Bilingual Classes	0	0	0	Number of Teachers	42	37	TBD		
# in Dual Lang. Programs	0	0	0						
# receiving ESL services only	10	20	17						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

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

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:		√		ELA:			
Math:		√		Math:			
Science:		√		Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			Progress Target
Student Groups	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							
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	3	3	1				
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	NR		
Overall Score:	73.1			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	6.8			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	16.7			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	45.1						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	4.5						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
KEY: PROGRESS REPORT DATA				◇ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							

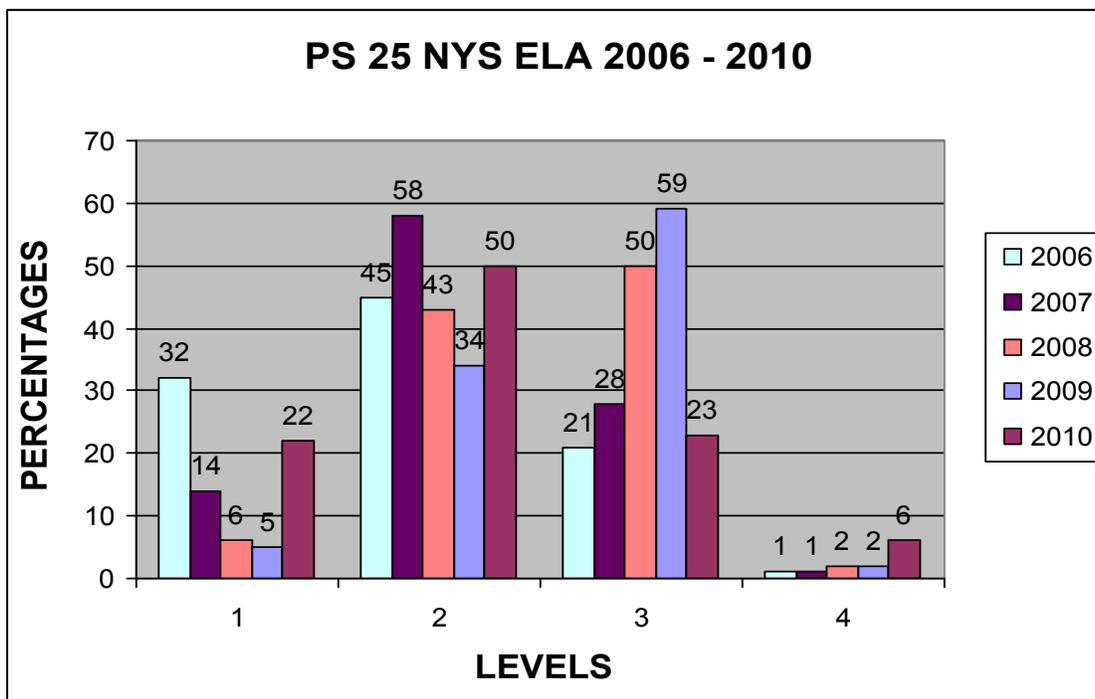
SECTION IV: NEEDS ASSESSMENT

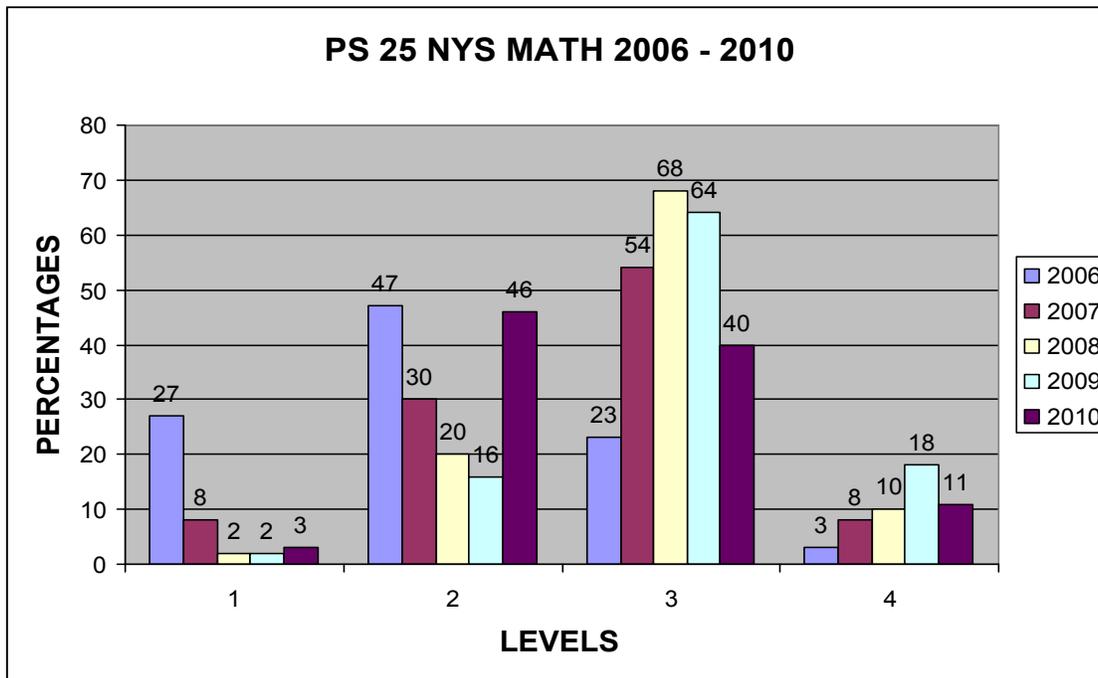
Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New 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/Teacher 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 your school's 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?

A comparison of data for the 3 years prior to 2010 testing show we had made substantial gains on the New York State ELA and Math tests, particularly with students moving from Level 2 to Level 3. However, with the change of scale-score to performance-level alignment of the spring 2010 tests we saw a dramatic reverse of these gains. Data show school-wide ELA scores at Level 1 were 5% in 2009, 22% in 2010; Level 2 34% in 2009, 50% in 2010; Level 3 59% in 2009, 23% in 2010 and a slight increase at Level 4 from 2% in 2009 to 6% in 2010. Similarly, school-wide math scores show negative movement: Level 1 2% in 2009, 3% in 2010; Level 2 16% in 2009, 46% in 2010; Level 3 64% in 2009, 40% in 2010 and Level 4 18% 2009, 11% 2010. A major concern is that in the ELA test given in April 2010, there were no students in the 4th grade that scored at Level 4, and 3 students scored at Level 3.





Further analysis of the data show that, had alignment between the scale scores and performance levels been kept at the same point as in the previous year, 66% of all students would have achieved Levels 3 & 4 in ELA, and 92% of all students would have achieved Levels 3 & 4 in math (nyStart data).

In anticipation of the full implementation of the new Common Core State Standards (CCSS) in 2014, PS 25 has created a Design Team, composed of teachers and administrators. This team is entrusted with ‘rolling out’ elements of the new ELA and math standards to all staff. A focus of Language Development/Vocabulary was chosen for ELA, and Number Sense and Operations for math for the 2010-11 school year. Team members have met with teachers at each grade level to introduce the CCSS and identify grade-appropriate curricula in the focus areas.

Through the addition for SY 2010-11 of the *Junior Great Books* program, we have introduced the use of a shared inquiry protocol, designed to focus on the improvement of student reading and critical thinking skills. This scaffolds onto aspects of Resnick’s Principals of Learning, which we have incorporated into our work for several years. In the interest of developing those skills longitudinally, all classes in grades Kindergarten – 5 are using the *Junior Great Books* program during the school day.

As a further commitment to addressing the needs of all students, both those who are struggling academically and those more proficient, our extended day includes students in grades 1 – 5. In grades 1 – 3 there is a program of vocabulary enrichment, and grades 4 – 5 alternate project-based and guided reading and math. Students are in small groups with no more than 10 students assigned to each pedagogue.

Individualized instruction meshes with technology in grades 4 and 5 through our participation in the NYC Department of Education I-Zone Initiative. This approach is being instituted for grades 1 and 2 with the use of the Kaplan Smart Track on-line reading and math program in after-school program 3 days a week.

For our early childhood grades, the recent (fall 2010) ECLAS-2 assessment shows the following:

- *1st Grade*
 Reading accuracy 44% at or above expected level

- | | |
|-----------------------|--------------------------------|
| Reading comprehension | 63% at or above expected level |
|-----------------------|--------------------------------|
- *2nd Grade*

Reading accuracy	70% at or above expected level
Reading comprehension	70% at or above expected level
- *3rd Grade*

Reading accuracy	76% at or above expected level
Reading comprehension	79% at or above expected level

Review of submitted end-year formative assessment data (using the Fountas and Pinnell leveling system) show an average of 68% of students in grades K-2 reading on grade level. We would like to see this percentage increased in order to assure proficiency in the successive grades. Toward the end of creating consistency across grades, we are developing a standardized set of leveled reading materials that will be used by all teachers. These materials will include comprehension assessments as well as indicators of reading cuing systems being used by the student.

Student attendance, long an issue at PS 25, remains a barrier to student success. Although we have not seen a direct correlation between attendance and achievement in all cases, for many of our students inconsistent attendance has kept them from working to their potential. We recognize a need to continue focused efforts in this area.

In the 2009-2010 school year, 28% of PS 25 parents participated in the School Learning Environment Survey. This is far below the city-wide response rate (49%) and a drop from 41% for each of the previous 2 years. Additionally, only 1% of parents completed the survey online.

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 2010-11 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

1. As indicated on the New York State ELA test in May 2011, student achievement for grades 3 – 5 will increase by 10% in Levels 3 and 4.
2. As indicated on the New York State Math test in May 2011, student achievement for grades 3 – 5 will increase by 10% in Levels 3 and 4.
3. By June 2011 student attendance will increase by 2.1% from the current 89.9% to 93%
4. By June 2011 there will be 7% (from 68% to 75%) increase in the number of students in grades K-2 who are reading on or above grade level as measured by the Fountas and Pinnell Independent Reading Levels.
5. By June 2011 100% of classroom teachers will receive training in, and use the shared inquiry protocol in order to improve students' reading and critical thinking skills.
6. There will be an increase of 75% (from 28% to 49%) in the number of parents participating in our 2010 - 2011 School Environment Survey, to be administered in the Spring of 2011, in order to close the gap between our school and the city-wide response rate.

Indicators of Interim Progress and/or Accomplishment

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

- Bi-Monthly reading assessments using materials based on the Fountas and Pinnell system
- Acuity Predictive Assessment 1X year
- Acuity Instructional Targeted Assessment 2X year
- Performance Series Assessments 2X yearly
- SuccessMaker (4th grade) and Time to Know (5th grade) interim assessments
- New York State English Language Arts Test May 2011

Indicators of Interim Progress and/or Accomplishment

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

- EveryDay Mathematics end-of-unit assessments
- Acuity Predictive Assessment 1X year
- Acuity Instructional Targeted Assessment 2X year
- Performance Series Assessments 2X yearly
- SuccessMaker (4th grade) and Time to Know (5th grade) interim assessments
- New York State Mathematics Test May 2011

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>Title I School-wide Program funds</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Daily attendance will be</p> <ul style="list-style-type: none"> • reported to the principal • posted conspicuously in the hallways on each floor • announced to all classrooms via the school loudspeaker <p>Administrators will meet with attendance staff monthly to review student absences and plan action. Attendance incentives will be reviewed monthly for effectiveness and revised as indicated.</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 2010-11 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, PLA, 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): #4 English Language Arts: Early Childhood

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011 there will be 7% increase (from 68% to 75%) in the number of students in grades K-2 who are reading on or above grade level as measured by the Fountas and Pinnell Independent Reading Levels</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>	<ul style="list-style-type: none"> • Grade teams will hold monthly data meetings • Grade teams will use the Tuning Protocol to analyze student performance data and plan next steps for instruction • On-going professional development in data analysis and planning differentiated instruction provided during and after school hours by grade leaders, ELA coach, data specialist, and administrators • Grade supervisors and principal will monitor classroom instruction and give feedback to teachers • Targeted teachers will receive additional support as needed • Uniform assessment materials will be used in order to assure consistency • Students below benchmark levels will be provided with intervention provided by <ul style="list-style-type: none"> ○ Academic Intervention teachers ○ Educational Assistants ○ Classroom teachers through progress monitoring
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<ul style="list-style-type: none"> • Title 1 Fair Student Funding • DRA Stabilization Funds

Indicators of Interim Progress and/or Accomplishment

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

- Students in grades K – 2 will be assessed monthly using the Fountas and Pinnell leveling system.
- Projected gain will align with grade-level reading expectations

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>Title 1 Parent Involvement Set-aside funds Title I School-wide Programs funds Staffing provided by:</p> <ul style="list-style-type: none"> • Partnership for Children • PTA Executive Board • Administrators • Parent Coordinator
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Survey results</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. 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 Restructuring – Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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, CORRECTIVE ACTION, OR RESTRUCTURING

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

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2010-11 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

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	15	15	N/A	N/A	8	0	0	20
1	15	15	N/A	N/A	20	0	12	20
2	20	21	N/A	N/A	20	0	20	25
3	24	23	N/A	N/A	6	2	20	20
4	20	23	6	3	6	2	15	25
5	18	25	3	4	14	4	10	10
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

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

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 (2010-2011) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- Our school’s 2009-10 Title III program narrative and budget has been revised for 2010-11 (pending allocation of Title III funding). The revised Title III plan is described in this section.

Form TIII – A (1)(a)

Grade Level(s) _____ **Number of Students to be Served:** _____ **LEP** _____ **Non-LEP**

Number of Teachers _____ **Other Staff (Specify)** _____

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.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; 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; and service provider and qualifications.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Form TIII – A (1)(b)

School: _____ BEDS Code: _____
Title III LEP Program
School Building Budget Summary

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after school program)
Travel		
Other		
TOTAL		

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.
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.

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.
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.
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>.

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

4

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$403,612.00	\$15,563,00	\$419,175.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$4,036.00	\$156.00	\$4192.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$20,181.00	*\$778.00	
4. Enter the anticipated 10% set-aside for Professional Development:	\$40,361.00	*\$1,556.00	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2010-2011 school year: 100%
6. If the percentage of high quality teachers during 2009-2010 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.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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.

PS 25 PARENT INVOLVEMENT POLICY

PS 25 agrees to implement the following statutory requirements:

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

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

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

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

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

PS 25 SCHOOL - PARENT COMPACT

PS 25, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010 2011.

School Responsibilities

PS 25 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards
2. The Mission of PS 25 is to provide a collaborative, meaningful and rigorous standards driven educational experience for all students, parents, teachers and staff in a clean, safe, caring and intellectually stimulating "children first" environment. Opportunities are provided to promote academic excellence, maximize student achievement in all areas, develop characteristics associated with good citizenship, scholarship and team participation as students learn today to lead tomorrow.

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

Parent Responsibilities

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

- o Making education a priority in our home.
- o Making sure my child is on time and prepared everyday for school.
- o Monitoring attendance.
- o Talking with my child about his/her activities every day.
- o Scheduling daily homework time in an environment conducive to study.
- o Making sure that homework is completed daily.
- o Monitoring amount of television their children watch.

- Volunteering in my child’s classroom.
- Participating, as appropriate, in decisions relating to my children’s education.
- Participating in school activities on a regular basis.
- Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Reading with my child every day.
- Providing my child with a library card.
- Communicating positive values and character traits, such as respect, hard work, and responsibility.
- Respecting the cultural difference of others.
- Helping my child accept consequences for negative behavior.
- Being aware of and following the rules and regulations of the school and district.
- Supporting the school’s discipline policy.
- Expressing high expectations and offering praise and encouragement for achievement.
- Serving, to the extent possible, on policy advisory groups, such as being a parent representative on the SLT.

Student Responsibilities

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

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

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

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o 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.
 - o Are consistent with and are designed to implement State and local improvement, if any.

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

3. Instruction by highly qualified staff.

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

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

Teachers in grades K - 3 will receive weekly professional development provided by our Reading First Coach. Ongoing professional development will be provided by our Math Coach and administrators as needed. On-site consultants for new initiatives will work with teachers both within the classroom and in training sessions. Teachers will also be offered ongoing professional development through district and Learning Support Organization workshops throughout the year as offered.

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

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

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

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

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

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

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

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

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

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

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

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

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in

such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	(✓) Verification that the school has met the intent and purposes of each program whose funds are consolidated.
		Yes	No	N/A		
Title I, Part A (Basic)	Federal		X			
Title I, Part A (ARRA)	Federal	X			\$15,563	Funds used to supplement time-on-task and academic intervention
Title II	Federal		X			
Title III	Federal		X			
Title IV	Federal		X			
IDEA	Federal	X			\$116,775	Funds used to provide services to students with special needs
C4E	State	X			\$113,694	Funds used for professional development and class size reduction
Tax Levy	Local	X			\$1,013,376	Academic and general school support

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

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

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

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR² Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

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.

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: 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.)

Fifteen students are identified as in temporary housing as of December 15, 2010

2. Please describe the services you are planning to provide to the STH population.

PS. 25 will provide these students are with books and school supplies, personal toiletry bags and Christmas gifts (for those who don't celebrate the holidays we still make these items available to them). The Partnership with Children Program provides counseling to these students and their families.

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 your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2010-2011

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 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.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 025 Eubie Blake School					
District:	16	DBN:	16K025	School		331600010025

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5	v	9	Ungraded	v
	2	v	6		10		

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	31	32	31		89.8	90.4	89.9
Kindergarten	54	47	54				
Grade 1	43	52	50	Student Stability - % of Enrollment:			
Grade 2	58	50	43	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	50	52	39		85.5	85.3	85.4
Grade 4	72	50	59				
Grade 5	52	74	49	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		94.2	97.8	96.7
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		13	86	37
Grade 12	0	0	0				
Ungraded	0	7	9	Recent Immigrants - Total Number:			
Total	360	364	334	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					0	3	3

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	24	28	31	Principal Suspensions	37	0	1
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	11	4	1
Number all others	15	14	23				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	42	37	33
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	16	17	7
# receiving ESL services only	20	17	TBD				
# ELLs with IEPs	1	3	TBD	Number of Educational Paraprofessionals	6	4	11

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	83.3	83.8	87.9
				% more than 5 years teaching anywhere	57.1	56.8	84.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	88.0	84.0	93.9
American Indian or Alaska Native	0.0	0.5	0.3	% core classes taught by "highly qualified" teachers	93.3	77.1	100.0
Black or African American	81.9	76.6	80.2				
Hispanic or Latino	15.6	19.2	18.3				
Asian or Native Hawaiian/Other Pacific	0.6	0.5	0.3				
White	1.4	1.4	0.9				
Male	50.8	48.6	49.1				
Female	49.2	51.4	50.9				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

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

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native	-	-					
Black or African American	v	v					
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-					
Multiracial							
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	3	3	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	35.4	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	3.2	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	5.7	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	22.2						
<i>(Comprises 60% of the</i>							
Additional Credit:	4.3						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 3.10	District 16	School Number 025	School Name Eubie Blake
Principal Ms. Anita Coley		Assistant Principal Dr. Wilson	
Coach Ms. Dowers		Coach type here	
Teacher/Subject Area Ms. Dowers, AIS		Guidance Counselor Ms. Sierra	
Teacher/Subject Area Ms. Satyanarayana, Science		Parent Wanda Pinnick	
Teacher/Subject Area Mr. Calvano, 5th Grade Teacher		Parent Coordinator Mr. Evans	
Related Service Provider Ms. Figueroa, ESL Teacher		Other type here	
Network Leader Dr. Yvonne Young		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	335	Total Number of ELLs	16	ELLs as Share of Total Student Population (%)	4.78%
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Part II: ELL Identification Process

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

1. 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).
2. 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.
3. 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 [\[see tool kit\]](#).)
4. 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.

5. 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.)
6. 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 II: ELL Identification Process:

1. There are different steps followed for the initial identification of those students who may possibly be ELLs. These steps 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. If necessary, the licensed pedagogue, the ESL teacher, and the secretary help to fill out the HLIS in order to identify the child's language proficiency.

After the informal interview, initial screening and HLIS administration, if the child is identified as an eligible candidate for ESL instructional services, the ESL teacher gives the child the Language Battery Assessment (LAB-R) test to identify the child as an English Language Learner or English Proficient. Students have to be tested with LAB-R within ten business days of enrollment in the school. Hand scores are done after administering the LAB-R test which are kept confidential and are checked after the formal scores are shown in the system.

Furthermore, if the student is a Language Learner and speaks Spanish the Spanish LAB- R is given to the student by a person in the school: a pedagogue, paraprofessional or other qualified pedagogue who is proficient in this language.

The New York State English as a Second Language Achievement Test (NYSESLAT) a test developed by the New York State Education Department to measure English Language Arts (ELA) proficiency levels (beginning, intermediate, advanced) of ELLs—is administered each spring. Proficiency levels determine the appropriate ratio of English to native language use. The NYSESLAT is the only approved test for measuring LEP students' level of English proficiency annually to determine whether or not the student continues to be LEP. Students are being prepared throughout the school year to take NYSESLAT.

Also, the results of the ESL students who took the NYSESLAT the previous year are printed out from the ATS and carefully reviewed by the ESL teacher. At the beginning of the school year, after the NYSESLAT test is taken the ESL teacher analyzes the students' data and their proficiency levels in the 4 modalities reading, writing, speaking and listening so that the ESL teacher is able to see the area of strengths and weaknesses of each individual student in order to plan the instructional goals for the coming school year.

2. P.S. 25 notifies parents of their child's eligibility for services and provide information and service options. Also, P.S. 25 informs parents of their child's placement.

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

3. After the full-time hire of a new ESL Teacher, the person will be responsible for monitoring the distribution and collection of the Parent Survey and Program selection forms.

4. ELL's will be placed in ESL based on their performance on initial assessment, and/or consultation with parents, and performance on the LAB-R. Identified ELL's will be scheduled as best as possible for the mandated hours of ESL.

5. The trend for program services has been ESL. Data as per the Parent Survey and Program Selection Form is not available due to the changes in staff at PS 25.

6. Due to the small numbers of ELLs at P.S. 25, a Freestanding ESL Program has been the only option for the past few years. Parents requesting other services will be referred to the district for program placement.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

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	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	17	Newcomers (ELLs receiving service 0-3 years)	14	Special Education	3
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	1

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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	14		2	2		1	1			17
Total	14	0	2	2	0	1	1	0	0	17

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	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish	3		2		3		1		1		2								12	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other	1		1								1								3	0
TOTAL	4	0	3	0	3	0	1	0	1	0	3	0	15	0						

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									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:	Hispanic/Latino:
Native American:	White (Non-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	9	10	11	12	TOTAL
Spanish	3	2	3	3	1	1								13
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	1				1								3
TOTAL	4	3	3	3	1	2	0	16						

Part IV: ELL Programming

A. Programming and Scheduling Information
<ol style="list-style-type: none"> 1. How is instruction delivered? <ol style="list-style-type: none"> 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)? <ol style="list-style-type: none"> 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? <ol style="list-style-type: none"> 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.
Paste response to questions 1-4 here

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

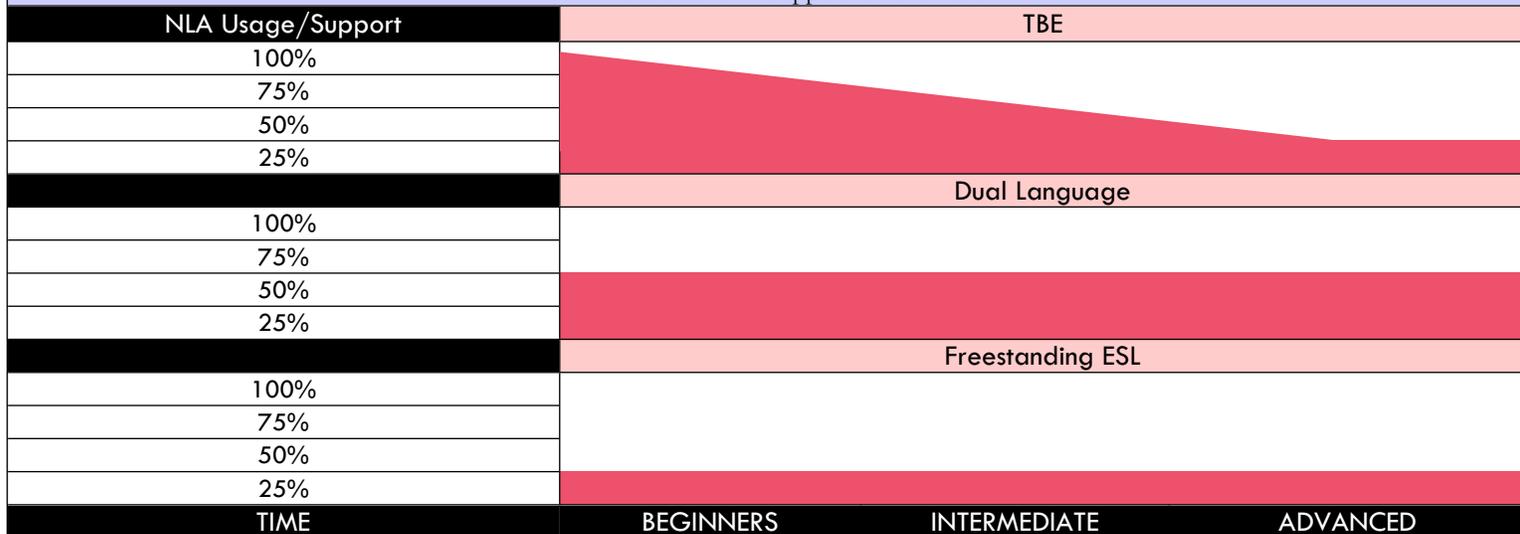
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 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: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models.
Please note that NLA support is never zero.



B. Programming and Scheduling Information--Continued

5. 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

1.

a. A free-standing English as a Second Language program with native language support serves ELLs at P.S. 25. Small groups (3-5 students) are pulled-out as regulated by New York State CR Part 154 regulations and determined by student English-proficiency levels (as determined by the LAB-R or NYSESLAT scores) for one or two period blocks (45 or 90 minutes) according to grade level and proficiency.

b. For the 2010-2011 AY, ELLs will participate in Heterogeneous grouping so that they will be pulled out according to academic grade where students will have mixed proficiency levels.

2.

Identified ELLs are mandated to receive services for specified hours. Beginners receive 8 periods a week; Intermediate students receive 8 periods a week, and Advanced students receive 4 periods a week.

Effective November 2010, ELLs will be grouped as follows based on the number of periods available during the school day, and extended day to provide services.

Kindergarteners, all of whom are Beginners or Intermediate Level, will be scheduled for one period during the day and for Extended Day, so students will receive the full time recommended for services. This will allow Kindergarten ELLs to benefit from participating in their classrooms during the day, where lots of language is fostered. Working with Kindergarteners apart from other grades will hopefully allow addressing and developing pre-emergent and emergent literacy needs.

1st+2nd graders, all of whom are Beginners or Intermediate Level, graders will receive a double block (90 minutes) of ESL services as mandated.

3rd graders all of whom are Beginners or Intermediate Level, graders will receive a double block (90 minutes) of ESL services as mandated.

4th and 5th grade ELLs will be scheduled for one period of ESL Services. There are a total of three students. Two are Advanced and one is Intermediate. The Intermediate Level student will receive additional ELL intervention during Extended Day.

3.

The content area instructional component will provide grade and age level appropriate instruction in the required content area based on expressed classroom teacher needs. English as a second language methodology to support student performance in the content areas will be utilized.

4.

a. Students classified as SIFE, if applicable, will receive additional instructional support during Extended Day.

b. The new ESL Teacher will reach out to classroom teachers toward the end of each marking period to identify student needs which will be reinforced during ESL services. The ELA exam will be reviewed, so as to determine the test's objectives. Once this is accomplished, the ESL

Teacher will determine where instructional focus should lie.

c. There are only three students who have been receiving services for 4-6 years. As identified above, the new ESL Teacher will reach out to classroom teachers toward the end of each marking period to identify student needs which will be reinforced during ESL services. The ELA and Math exams will be reviewed, so as to determine the test's assessment objectives. Once this is accomplished, the ESL Teacher will determine where instructional focus should lie. In addition, the NYSESLAT scores will be reviewed to determine what areas students need to further develop (listening/speaking and/or reading/writing).

d. There are no students at PS 25 who have completed 6 years of services.

e. The ESL Teacher will work with the classroom teacher, to again, to determine where Special Education students have the most need.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

1. Upon the full-time hire of a new ESL Teacher, General education teachers of ELLs will receive an information folder, including information on:

- identification and assessment processes
- promotional policies
- More informal coordination will take place in grade team meetings that the ESL teacher can attend outside of ELL programming. Long term, ESL strategies that can be implemented in the general education classroom will be shared.

All teachers will be highly encouraged to participant in ESL workshops provided by the UFT Teacher Center. Teachers will be encouraged to attend at least two workshops. One should be in Literacy and the second in supporting ELLs in the Content Areas.

The new full-time ESL Teacher will also be encouraged to take advantage of professional development opportunities made available through the UFT. The professional will attend district professional development meetings. Finally, when possible the ESL Teacher will attend the Annual TESOL Conference.

2. The guidance staff at PS 25 provides parents, and students with information about different schools, helping make the proper placement of those ELL students who transfer from elementary to junior-high school. Parternship for Children is also organizing a Career Day to introduce and familiarize students with different occupations and professions.

3. The minimum 7.5 hours of ELL training for all staff is given every school year if needed. Trainings are held during Professional Development on selected Mondays. Attendance is taken for all Professional Development sessions.

E. Parental Involvement

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

Paste response to questions 1-4 here 1.

The new ESL Teacher will familiarize herself with school efforts at parental involvement.

To increase parent involvement, the new ESL teacher will reach out to parents and introduce herself, providing them with her cell phone number, so they can reach her directly with any issues or concerns.

Parents of ELLs will be encouraged to attend Parent/Teacher conferences in the Fall and the Spring.

An effort will also be made to hold a social event for ELL parents in both the Fall and the Spring. These events will consist of a Holiday Celebration in December where parents will be asked to bring a cultural dish and music from home to share. Toward the end of the AY, a trip to Prospect Park will be held to celebrate student effort and progress. Parents will, again, be asked to bring dishes and/or chaperone.

There will also be efforts to have scheduled trips to expose ELLs to NYC culture and historical sites. Parents will be asked to serve as chaperones. There will be an effort to schedule at least three (3) during the remaining 2010-2011 AY.

Long-term there will be efforts to hold workshops for ELL parents with translators in attendance on such topics such as: selecting a jhs for their child, effective behavior management and discipline, how to support their child's academic performance, biculturalism and adapting to the American culture and potential conflicts at home, and how to speak to their child about puberty and sex.

PS 25 works in partnership with Partnership with Children, which provides social services for students and families at PS 25. At least one ELL family receives support services. CAMBA also coordinates an after school program where parent workshops are also provided.

The ESL Teacher has established strong relationships with ELL parents by providing her personal cell phone number upon being hired at PS 25. Parents have been encouraged to reach out whenever they have a need. They have reached out to her with specific questions or needs, such as relaying messages to classroom teachers and assistance with obtaining college application materials.

The Parent Coordinator uses data from the Parent Environmental Survey, which is distributed by the New York City Department of Education in the Spring. In the Fall, the Parent Coordinator looks over the data and puts in place activities and services that meet the needs and interests of parents.

Part V: Assessment Analysis

A. Assessment Breakdown

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	9	10	11	12	TOTAL
Beginner(B)	0	2	1											3
Intermediate(I)		1	2	2		1								6
Advanced (A)				1	1	1								3
Total	0	3	3	3	1	2	0	0	0	0	0	0	0	12

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	4	3	1										
	I		3	2										
	A				2		1							
	P				1	1								
READING/ WRITING	B	4	2											
	I		1	4	2		1							
	A				1	1								
	P													

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3		1			1
4	1				1
5		1			1
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					1				1
4	1		1						2
5									0
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			1				1		2
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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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)								
Chinese Reading Test								1

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 do 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.

Paste response to questions 1-6 here

1. ELL students are assessed on an ongoing basis with the help of early literacy skills, E-class, Running Records using Fountas and Pinnell leveling, teachers' assessments and observations data to drive teaching goals and the school's instructional plan.
2. Looking at the data patterns across proficiency levels, ELLs are gradually improving their performance. Of the seven students who have taken the NYSESLAT over the past two years, two student performance has dropped. This may be attributed to potentially having a part-time ESL Teacher on staff. Otherwise, the five other students, have improved their performance over the past two years.
3. Student performance on the NYSESLAT is reviewed at the start of the school year to determine students' areas of strengths and needs. For those students who have taken the NYSESLAT, most ELL student needs revolve around enhancing their reading and writing skills. These are areas of focus for ESL instruction.
4. All students at PS 25 are in stand alone ESL classes, as such they do not take exams in their native language. However, P.S. 25 continuously makes sure students in freestanding ESL programs receive all instruction in English with native language support where necessary. Based on the NYSESLAT, the pattern across proficiency and grade indicate that the majority of ELLs are improving in their English language proficiency. When implemented, school leadership and teachers use the results of the ELL Periodic Assessment for the future planning in their instruction and to find the strength and weaknesses of the ELL students. The implications for the school's LAP and instruction are derived from the strengths and needs noted on the NYSESLAT and other assessments (teacher assessments, observations, etc).
5. There is no Dual Language Program at PS 25.
6. ELL student success is based on their performance on the NYSESLAT and demonstrated academic progress. Student performance and growth in their skills is monitored between the ESL Teacher and classroom teacher through ongoing dialogue. All activities and additional support offered to our ELL population is focused on their acquisition of language proficiency and academic progress. There is the focus on the improvement of the Reading and Writing skills especially the students on Advanced levels.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

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