



P.S. 325

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 06M325
ADDRESS: 500 WEST 138TH STREET
TELEPHONE: 212.234.1335
FAX: 212.234.2022

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P.S 325 **SCHOOL NAME:** P.S. 325

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

SCHOOL TELEPHONE: 212.234.1335 **FAX:** 212.234.2022

SCHOOL CONTACT PERSON: Gary H. Cruz, **EMAIL**
Principal **ADDRESS:** Gcruz4@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Matthew Johnson

PRINCIPAL: Gary H. Cruz

UFT CHAPTER LEADER: Joanne M. Bitterman

PARENTS' ASSOCIATION PRESIDENT: Maribel Campos

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 06 **CHILDREN FIRST NETWORK (CFN):** Fordham University/551

NETWORK LEADER: Marge Struk

SUPERINTENDENT: Martha Madera

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT 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
Gary H. Cruz	*Principal or Designee	
Joanne M. Bitterman	*UFT Chapter Chairperson or Designee	
Maribel Campos	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Angela Rijo	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Alberta Aguirre	Member/Parent	
Alexandra Keingstein	Member/Parent	
Matthew Johnson	Member/Teacher	
Nidian Orellana	Member/Parent	
	Member/	
	Member/	
	Member/	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

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

For three years, P.S. 325 was a Reading First School. Throughout that time, the Reading First Initiative was implemented by administrators, coaches, teachers and other support staff in all classes, including bilingual and special education, grades K-3. Although the Reading First Initiative has ended across the country this year, P.S. 325 decided to maintain our literacy instruction following the same model. Teachers in all grades will continue to follow the StoryTown curriculum, integrating a mini-lesson and practice activities. On Fridays, teachers are implementing literacy centers to reteach, reinforce and enrich the week's components. Professional development will continue to be provided by consultants and our literacy coach in best practices and proper implementation of StoryTown.

The teachers, coaches and consultants of P.S. 325 have created our own writing program, a combination of the Accelerated Writing Program and StoryTown curriculum. Students observe and practice writing skills modeled by their teachers and keep a writer's journal with seed ideas that will later be extended and transformed in different writing pieces of various genres. The published writing pieces, along with the evidence of the writing process, are included as a part of the student portfolios.

P.S. 325 has implemented Everyday Mathematics for grades K-5 to provide students with a strong foundation in math skills. A daily math block includes a mini-lesson, accountable-talk, independent and/or small group practice, conferencing, math centers and sharing time. Similarly to ELA, Fridays have a focus on math centers, to reteach, reinforce and enrich the week's math skills.

Our Social Studies and Science Programs have been designed to meet and exceed the New York State and New York City Standards and Scope/Sequence. Lessons stimulate students' curiosity by asking them essential questions around a theme. Hands-on activities, science experiments, presentations, research and group discussions result as a quest for answers to the posed essential questions. Social studies and science content will be aligned with ELA to allow the transferring of reading and writing skills across subject areas.

There will be ongoing assessment and progress monitoring to guide instruction. Teachers are using the data gathered from various assessments, including DIBELS, Reading 3D, MClass Math, NYC Periodic Assessments from Acuity, New York State assessments in ELA, mathematics, social studies and science, as well as student work and portfolios, in order to identify targeted areas of focus for students and provide differentiated instruction. Initiatives were implemented in order to monitor and work with data for all students, and goals were established for students in literacy and mathematics.

We are tracking and monitoring students mastery of learning standards in literacy and mathematics. Our Everyday Mathematics and StoryTown curriculums have been aligned to the New York State Standards, identifying which standards/skills are covered in each unit. Standards that are not covered as part of the

curriculum, but required as part of New York State standards have also been highlighted for teachers reference. Four to five question quizzes have been developed for each standard/skill. After the content is covered, the student is assessed using this short quiz. The information from this quiz is then entered into the Tracking System. The Tracking System is an EXCEL spreadsheet with formulas that provide teachers with instant information about their student's mastery. To make it even more transparent for teacher use, information is color coded as it is entered into the tracker. Mastery less than 69% is red, 70-79% is yellow and 80% or higher is green/white. At a simple glance, teachers can identify trends in his/her classroom.

After teachers have administered the quizzes and analyzed the information in the tracker, teachers create flexible groups to reteach and reinforce the content that was not mastered.

In the past, students have received additional academic support through pull-out intervention services. Upon review of our initiatives, we decided to change our intervention from a pull-out to a push-in model. With a push-in model, teachers are able to co-teach and differentiate instruction according to student's needs. All teachers, grades K-5, including bilingual and special education, have a second person in the room, atleast 3 periods per week for literacy and/or mathematics.

Similarly to our academic support services, we have redesigned the ESL services that are English Language Learners are receiving. To support this endeavor, ESL teachers are also pushing into the classrooms of the ELL students, according to student needs, during ELA and content area periods. Because of this, all English Language Learners have been placed in one class. This class receives additional ESL support and methodologies during regular instruction as well.

P.S. 325 provides differentiated professional development to all staff members. P.S. 325 plans to evaluate professional development needs of teachers through observation and collaboration. Professional development is provided by the Literacy Coach, Math Coach, Data Specialist, Fordham PSO, curriculum or assessment consultants and other sources, when available. There are three labsites (first grade ELA, second grade math, fifth grade ELA, fifth grade math) where coaches co-teach alongside the homeroom teacher and model best practices. Other teachers regularly visit the labsites or attend intervisitations for ideas of implementation in their own classroom.

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



POWER GOAL:

Students in grades K-5, including English Language Learners and students with IEPS, will demonstrate a proficient level on grade level assessments, through a systematic approach of tracking standards, collaboration, implementation of instruction and a co-teaching model.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Attached to this CEP, you will find the SDAS.

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

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

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K									
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7									
Grade 8									
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11									
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total									
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes									
No. in Collaborative Team				Principal Suspensions					

DEMOGRAPHICS										
Teaching (CTT) Classes										
Number all others				Superintendent Suspensions						
<i>These students are included in the enrollment information above.</i>										
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number						
(BESIS Survey)				(As of October 31)		2007-08	2008-09	2009-10		
(As of October 31)		2007-08	2008-09	2009-10	CTE Program Participants					
# in Trans. Bilingual Classes					Early College HS Participants					
# in Dual Lang. Programs										
# receiving ESL services only					Number of Staff: Includes all full-time staff					
# ELLs with IEPs					(As of October 31)		2007-08	2008-09	2009-10	
<i>These students are included in the General and Special Education enrollment information above.</i>					Number of Teachers					
Overage Students: # entering students overage for grade					Number of Administrators and Other Professionals					
(As of October 31)		2007-08	2008-09	2009-10	Number of Educational Paraprofessionals					
					Teacher Qualifications:					
Ethnicity and Gender: % of Enrollment				(As of October 31)		2007-08	2008-09	2009-10		
(As of October 31)		2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school					
American Indian or Alaska Native					Percent more than two years teaching in this school					
Black or African American					Percent more than five years teaching anywhere					
Hispanic or Latino					Percent Masters Degree or higher					
Asian or Native Hawaiian/Other Pacific Isl.					Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)					
White										
Multi-racial										
Male										
Female										

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Designated as a Persistently Lowest-Achieving (PLA) School: Yes No

Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:		ELA:	
	Math:		Math:	
	Science:		Grad. Rate:	

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

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

Key: AYP Status

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

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

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade		Overall Evaluation:	
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

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?
-

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

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

Professional Development

P.S. 325 provides differentiated professional development to all staff members. P.S. 325 plans to evaluate professional development needs of teachers through observation and collaboration. Professional development is planned to provide teachers in support in different areas, including engaging and supporting all students in learning; creating and maintaining an effective environment; understanding and organizing core curriculum—including an introduction the Common Core Standards; planning and delivering effective instruction to meet student needs; assessing student learning; and data-driven instruction. Professional development is provided by the Literacy Coach, Math Coach, Data Specialist, Fordham PSO, curriculum or assessment consultants and other sources, when available. There are three labsites (first grade ELA, second grade math, fifth grade ELA, fifth grade math) where coaches co-teach alongside the homeroom teacher and model best practices. Other teachers regularly visit the labsites or attend intervisitations for ideas of implementation in their own classroom.

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

The Math Coach ensures the proper implementation of Everyday Mathematics. The coach provides resources and supports teachers in planning and delivering effective instruction using math centers, Everyday Math curriculum and supplemental games and targeted instruction aligned to the standards. She also provides inter-visitations, co-teaching, demo lessons and other relevant professional development.

The Data Specialist and Principal regularly meet to train teachers to interpret data from all assessments, facilitate creation of goals for individual students by teachers, support teachers in the use of the literacy and math tracking systems, coordinate regular data meetings to analyze ongoing instruction and adjustment of goals. Fordham P.S.O. Consultants support all teachers in implementation of curriculum, facilitate grade level and individual meetings on a regular basis. Fordham University PSO provides on-going assistance in implementation of instructional areas, support for teachers in using data driven instruction, identify school-wide needs and offer professional development opportunities in many areas.

Professional development is also shared from different sources, when necessary to introduce or support a new program being implemented, such as SmartBoard, ACUITY, Rewards Writing and SuccessMaker. Teachers are also receiving professional development on the use and understanding of the many components of the ARIS Portal.

Data Driven Instruction

In order to target the needs of all of our students, P.S. 325 has adopted several initiatives related to the use and implementation of data. Teachers are regularly analyzing data from all assessments and using it as a key factor when planning and implementing instruction. Every teacher has a data binder with assessment information for their students from all tests administered, including DIBELS, Reading 3D, New York City Periodic Assessments, New York State Assessments in ELA, Mathematics, Social Studies and Science, NYSESLAT and other in-class assessments.

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

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

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

We are tracking and monitoring students mastery of learning standards in literacy and mathematics. Our Everyday Mathematics curriculum has been aligned to the New York State Standards, identifying which standards are covered in each unit. Standards that are not covered as part of the curriculum, but required as part of the New York State standards have also been highlighted for teachers reference. The math content is being taught using their EDM materials, aligned to the standards as usual, however, after a standard is taught, teachers are assessing the student's mastery. Five-question quizzes have been developed for each standard. After the content is covered, the student is assessed using this short quiz. The information from this quiz is then entered into the Tracking System. The Tracking System is an EXCEL spreadsheet with formulas that provide teachers with instant information about their student's mastery. The tracker lists all learning standards, the student's mastery of standards overall, the student's mastery of standards in each strand (number sense and operations; algebra; geometry; measurement; statistics and probability) and the student's mastery of each individual standard. It also gives the teacher the mastery of the entire class in each component and keeps track of the standards covered for the year. To make it even more transparent for teacher use, information is color coded as it is entered into the tracker. Mastery less than 69% is red, 70-79% is yellow and 80% or higher is green/white. At a simple glance, teachers can identify trends in his/her classroom.

To have coherence in our initiatives, we also wanted to use a system to track and monitor the reading comprehension and literacy skills of our students. To make the initiatives consistent, we modeled the same practice for mathematics in an attempt to create our literacy tracker. Using the curriculum that we are currently implementing in literacy, StoryTown, a pacing guide was created. In StoryTown, there is a weekly focus skill that is a short quiz (4 questions), that determines the student's mastery of the skill. This quiz is administered to the students after the week's lessons. This information is entered into an EXCEL spreadsheet that is identical to the math one, with all the literacy skills identified. As students complete the quizzes, the student scores are entered into the tracker, with the same results—mastery of less than 69% is coded red, 70-79% is yellow and 80% or higher is green/white. Similarly to mathematics, teachers are able to identify trends in the classroom.

After teachers have administered the quizzes and analyzed the information in the tracker, teachers create flexible groups to reteach and reinforce the content that was not mastered. Once teachers feel students are ready, another assessment is given. If students master the content, the tracker is updated to reflect this. During weekly common planning meetings, teachers meet to share and discuss the work of students based on their tracker. At this time, teachers share instructional strategies or activities to support the student's attempts towards mastery.

Integration of Technology, Sports and the Arts

P.S. 325 understands the importance of educating the whole child, with a focus on exposing children to not only academic programs, but technology and the arts as well. Third, fourth and fifth grade students are given the opportunity to learn to play the guitar, clarinet and saxophone during in-school small group and after school enrichment programs. There is also a small-group and after school enrichment program that allows talented students the opportunity to investigate the visual arts.

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

We are also incorporating technology in instruction as well. There are at least two computers in every classroom, grades K-5, including special education and bilingual classes. Teachers have various computer software related to different subject areas, including bilingual literacy, ESL, writing, spelling, reading, mathematics, social studies and science. English Language Learners in monolingual classes will be furthering their language acquisition through our new SuccessMaker program. There are laptops that are rotated amongst the grade for use during research and exit projects. All fifth graders are responsible for researching and creating a power point presentation at the end of the year demonstrating what they have learned. Teachers are

integrating technology in everyday instruction through the use of the IntelliBoards, research projects, typed written pieces and web quests. As part of the RESO A Grant, P.S. 325 purchased 14 Smart Boards with document cameras to add to the three we already have in the building.

Parental Involvement

P.S. 325 believes that parents are an essential component of the school community. Parents are encouraged to be active participants in the education of their children. To support this, P.S. 325 has a full-time Parent Coordinator and very active Parents Association. The Parent Coordinator and Parents Association provide regular workshops for parents on different topics, including special education, literacy and math skills and understanding data. Parents are receiving information about activities, meetings and school-wide announcements through monthly newsletters and our Global Connect Messaging System. The Principal met with Parents at the beginning of the year for a Back-to-School Orientation and at Open School Night to share information about the school's data and yearly initiatives. P.S. 325 has a partnership with the YMCA to provide ESL classes to our parents. Parents attend and assist in many different school celebrations including teacher appreciation luncheons, field trips, assemblies and performances, graduations, field day and where else necessary.

Inquiry Team

P.S. 325 has a goal of having all teachers involved with looking at data and making meaningful decisions to impact student learning. Through our inquiry team model, we would like to increase the collaboration and communication of the inquiry team work by making a commitment to involve more staff members on a regular basis to make this process a school-wide priority. Ninety-five percent of classroom, intervention and cluster teachers will be assigned three students to target as their inquiry population.

At the end of the 2009-2010 school year, P.S. 325 spent time reflecting on our inquiry model for the year and made adjustments as necessary to make positive changes for the coming year. Through common plan meetings, inquiry team meetings and collaboration with teachers, the model was updated to better reflect the needs of our students and school community.

Teachers have been assigned Level Two students, scoring outside the sphere of success to work with. These students will be identified as students scoring Below Proficient on Reading 3D (for grades 1-3) or Level Two on the 2010 NYS ELA Assessment (for grades 4-5). The goal is for these students, who are currently below grade level, to reach grade level status.

Each grade will have a lead teacher who will meet monthly with the rest of the inquiry team. This group (comprised of Principal, Data Specialist, 1 teacher in each 1st-5th grades) will discuss the findings of the team, look at student work and determine next steps for instruction. It will be important for the teachers to work together to ensure vertical coherence. It is essential for the 2nd grade teachers to be well versed in the progress of the 1st and 3rd graders as well, to determine school wide trends and areas of focus, for example. Inquiry team lead teachers will work with the rest of their grade to share information discussed at the school-wide inquiry team that is specific to their grade. This will be a component of the weekly planning session of grade level teams. Each month, the staff meeting will have time dedicated to the inquiry process so the entire staff receives additional professional development and opportunity for collaboration.

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

The students will be using the Comprehension Strategies Kit for all grades during extended day. This is a kit that was purchased to support this initiative. The kit covers six different reading strategies: summarize, visualize, monitor and clarify, infer/predict, ask questions and making connections. During the 1st lesson, the strategy is modeled to the students using a colorful transparency. During the 2nd lesson, the strategy is practiced using large write-on colored practice cards. During the 3rd and 4th lessons, the strategy is applied using leveled readers (below level, on level and above level). During the 5th lesson, the strategy is assessed using a multiple-choice and/or constructed response quiz. The kit provides resources for each lesson, including interesting themed texts, graphic organizers, writing tasks and vocabulary activities for the students. All the work is kept in a two-pocket folder in the student's portfolio.

For the first time, we decided to differentiate our inquiry initiative for our bilingual students. We believe that if we improve a student's comprehension in his/her native language, those skills can easily be transferred into English. For this reason, our focus for inquiry in our bilingual classes will still be reading comprehension, however in Spanish. Students were identified according to their Spanish reading level in grades 1-3 (below grade level) and scores on the ELE assessment.

During the extended day to provide Spanish intervention, teachers will be using Villa Cuentos. Once per week, the class will be broken into different groups. The inquiry group will be working with the teacher with an emphasis on the focus comprehension skill of the week. After the students have completed the skill, we will be using the Weekly Skill Test from Villa Cuentos to identify student proficiency.



Principal

Arelis Javier, Assistant Principal

1 St.

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New York, New York 10031

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Inquiry Work

Student Name _____

Grade 1

Instructor _____

Class _____

<i>Inquiry Task</i>	<i>Completed</i>
Unit I-Monitor and Clarify	
Graphic Organizer	
Vocabulary Activity	
Quick Check	
End of Strategy Test	
Unit 2-Make Connections	
Graphic Organizer	
Vocabulary Activity	
Quick Check	
End of Strategy Test	
Unit 3-Visualize	
Graphic Organizer	
Vocabulary Activity	
Quick Check	
End of Strategy Test	
Unit 4-Ask Questions	
Graphic Organizer	
Vocabulary Activity	
Quick Check	
End of Strategy Test	
Unit 5-Predict	
Graphic Organizer	
Vocabulary Activity	
Quick Check	
End of Strategy Test	
Unit 6-Summarize	
Graphic Organizer	

Vocabulary Activity	
Quick Check	
End of Strategy Test	



Principal

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Inquiry Work

Student Name _____ **Grade** _____

Instructor _____ **Class** _____

<i>Inquiry Task</i>	<i>Completed</i>
Unit I-Monitor and Clarify	
Graphic Organizer	
Vocabulary Activity	
Quick Check	
Write About It	
End of Strategy Test	
Unit 2-Make Connections	
Graphic Organizer	
Vocabulary Activity	
Quick Check	
Write About It	
End of Strategy Test	
Unit 3-Visualize	
Graphic Organizer	
Vocabulary Activity	
Quick Check	
Write About It	
End of Strategy Test	
Unit 4-Ask Questions	
Graphic Organizer	
Vocabulary Activity	
Quick Check	
Write About It	
End of Strategy Test	
Unit 5-Predict	
Graphic Organizer	
Vocabulary Activity	
Quick Check	
Write About It	
End of Strategy Test	
Unit 6-Summarize	
Graphic Organizer	

Vocabulary Activity	
Quick Check	
Write About It	
End of Strategy Test	

Literacy Program

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

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

Although the Reading First grant ended at the completion of the 2010 school year, P.S. 325 has decided to continue adopting many of the Reading First initiatives in our building. Teachers in grades K-2 will continue implementing Reading First practices, including literacy stations and assessment tools, as they did in previous years.

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

Systematic professional development is provided to teachers in Reading First grades in a differentiated manner. The Literacy Coach, Consultant and Data Specialist provide targeted professional development in order to meet the needs of teachers and students in various ways. Teachers review the data of students from DIBELS, Reading 3D, Periodic Assessments, and StoryTown benchmark assessments with the Principal, Literacy Coach and Data Specialist to set goals for students and identify in-class interventions to target the needs of individual students. The MClasshome website and Palm Pilots are used to track the progress, group students according to skills and explore resources for suggested learning activities. Staff participate in observations by taking part in inter-class visitations, learning walks, walk-throughs and demonstration lessons by colleagues and specialists. The two period common planning block is a helpful time for all teachers on the grade level to collaborate and plan lessons relevant to StoryTown, guided reading and best practices in literacy.

Teachers are also using a system to track and monitor the reading comprehension and literacy skills of our students. To make the initiatives consistent, we modeled the same practice for mathematics in an attempt to create our literacy tracker. Using the curriculum that we are currently implementing in literacy, StoryTown, a pacing guide was created. In StoryTown, there is a weekly focus skill that is a short quiz (4 questions), that determines the student's mastery of the skill. This quiz is administered to the students after the week's lessons. This information is entered into an EXCEL spreadsheet that is identical to the math one, with all the literacy skills identified. As students complete the quizzes, the student scores are entered into the tracker, with the same results—mastery of less than 69% is coded red, 70-79% is yellow and 80% or higher is green/white. Similarly to mathematics, teachers are able to identify trends in the classroom.

After teachers have administered the quizzes and analyzed the information in the tracker, teachers create flexible groups to reteach and reinforce the content that was not mastered. Once teachers feel students are ready, another assessment is given. If students master the content, the tracker is updated to reflect this. During weekly common planning meetings, teachers meet to share and discuss the work of students based on their tracker. At this time, teachers share instructional strategies or activities to support the student’s attempts towards mastery.

Periodic Assessments

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

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

Early Childhood Literacy Data

DIBELS

*Dynamic Indicators of Basic Early Literacy Skills
2009-2010 Administration*

		Intensive (Below Standard)	Strategic (Approaching Standard)	Benchmark (Meets Standard)
P.S. 325 Overall	<i>Beginning of Year</i>	29%	28%	43%
	<i>Middle of Year</i>	24%	24%	52%
	<i>End of Year</i>	22%	14%	64%
By the end of the year, 64% of all students reached literacy benchmark standards, as determined by DIBELS.				

2010-2011 Administration

The DIBELS was administered during the first testing window, September 15th-October 1st.

Based on this administration, we determined:

		Intensive (Below Standard)	Strategic (Approaching Standard)	Benchmark (Meets Standard)
P.S. 325 Overall	<i>Beginning of Year</i>	37%	24%	39%
	At the beginning of the year, 39% of students have already reached literacy benchmark standards, as determined by DIBELS.			

In kindergarten, ISF (Initial Sound Fluency) and LNF (Letter Name Fluency) were administered.

		Intensive (Below Standard)	Strategic (Approaching Standard)	Benchmark (Meets Standard)
Kindergarten	<i>Beginning of Year</i>	37%	27%	36%
	At the beginning of the year, 36% of students have already reached literacy benchmark standards, as determined by DIBELS.			

In first grade, LNF (Letter Name Fluency), NWF (Nonsense Word Fluency) and PSF (Phoneme Segmentation Fluency) was administered.

		Intensive (Below Standard)	Strategic (Approaching Standard)	Benchmark (Meets Standard)
First Grade	<i>Beginning of Year</i>	38%	26%	36%
	At the beginning of the year, 36% of students have already reached literacy benchmark standards, as determined by DIBELS.			

In second grade, NWF (Nonsense Word Fluency) and ORF (Oral Reading Fluency) was administered.

		Intensive (Below Standard)	Strategic (Approaching Standard)	Benchmark (Meets Standard)
Second Grade	<i>Beginning of Year</i>	36%	21%	43%
	At the beginning of the year, 43% of students have already reached literacy benchmark standards, as determined by DIBELS.			

Reading 3D

2010-2011 Administration

The Reading 3D was administered during the first testing window, October 4th-October 18th, to identify student's reading behaviors and abilities.

	Far Below Proficient	Below Proficient	Proficient	Above Proficient
P.S. 325 Overall	31%	43%	23%	3%

In the beginning of year, all kindergarten students are administered the assessment to determine their pre-reading skills, reading behaviors and knowledge of print concepts. However, during the beginning of year, all kindergarten students are categorized as Proficient.

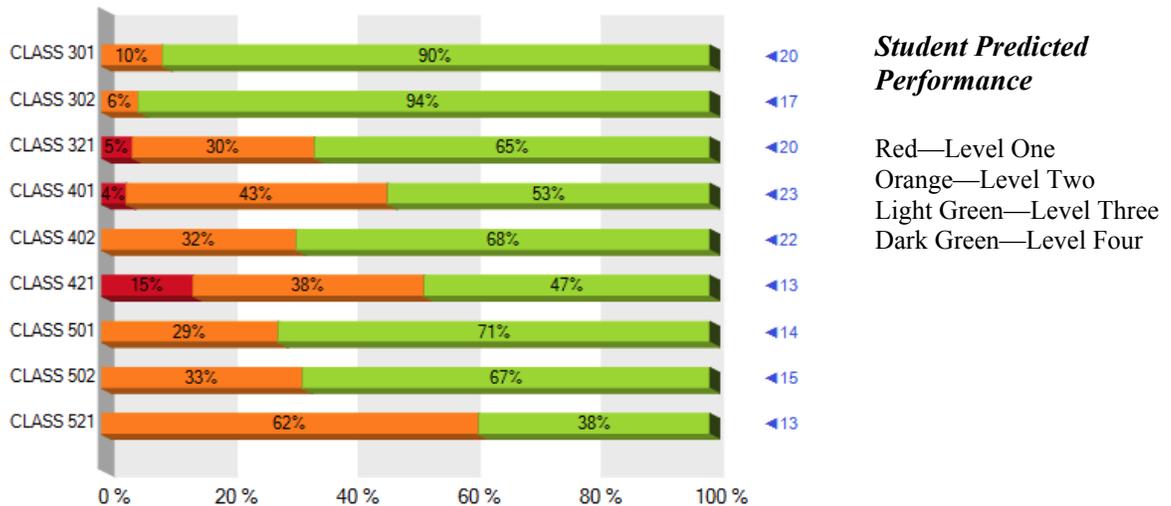
	Far Below Proficient	Below Proficient	Proficient	Above Proficient
First Grade	0%	77%	23%	0%
Second Grade	57%	14%	24%	6%

Grades 3-5 Literacy Data

New York City Predictives

February 2010

Predicted Performance on New York State ELA Assessment



This graphic, available from ARIS, displayed our student’s predicted performance on the 2010 New York State ELA Assessment, as determined by student performance on the NYC Predictive Assessment. According to predicted performance, most of our students should have received a Level Three on the New York State ELA Assessment.

Average Percent Correct on NYC Predictives

	Average Percent Correct
Grade Three	54%
Grade Four	52%
Grade Five	47%

New York City Instructionally Targeted Assessments

*Genre Based
November 2009*

Average Percent Correct on NYC ITA’s

	Average Percent Correct
<i>Informational Texts</i> Grade Three	52%
<i>Informational Texts</i> Grade Four	45%
<i>Informational Texts</i> Grade Five	42%

New York City Instructionally Targeted Assessments

*Genre Based
March 2010*

Average Percent Correct on NYC ITA’s

	Average Percent Correct
<i>Nonfiction Reports</i> Grade Three	51%
<i>Biographies and Essays</i> Grade Four	50%
<i>Feature Articles, Persuasive Writing and Personal Essays</i> Grade Five	48%

Students in grades three through five will take their first Instructionally Targeted Assessment (ITA) of the year on November 17th and 18th.

New York State English Language Arts Assessment

In April 2010, all students in grades 3-5 were administered the New York State English Language Arts assessment.

Promotional Criteria, As Identified by the New York State ELA Assessment:

In total, 79% of students met promotional criteria, as determined by the NYS assessments.

	Percentage of Students Meeting Promotional Criteria
Third Grade Overall	81%
Fourth Grade Overall	79%
Fifth Grade Overall	77%

Once we received the actual test scores, we were able to look at individual student performance and trends in different classes and grades.

According to the revised cut scores, we found the following:

	Level One	Level Two	Level Three	Level Four
<i>Overall Performance</i>	27%	51%	20%	1%
<i>Performance on Grade Three Assessment</i>	26%	40%	31%	3%
<i>Performance on Grade Four Assessment</i>	27%	57%	16%	0%

According to the new cut scores, 21% of our students demonstrated mastery of grade level standards.

Upon review of our data, P.S. 325 decided to review the differences between new and old cut scores.

Had the cut scores not changed, we found the following:

	Level One	Level Two	Level Three	Level Four
Percentage of Students	2%	40%	58%	0%

Had the criteria for cut scores not changed, 58% of our students would have been identified as proficient, according to the New York State English Language Arts Assessment. In 2009, 46.6% of our students mastered grade level standards, which would have demonstrated an increase of 11.4%.

To better understand the information about student performance on the state assessment, we decided to dig deeper, using resources from New York State and New York City.

One resource we were able to use to better understand student performance was the correlation between student performance rating and scale score with the percentage correct on the assessment. This allowed teachers to have a better understanding of the meaning of each performance level.

Grade Four Students:

Percentage Correct on Assessment	Percentage of Students
<i>Less than 50%</i>	20%
<i>51-59% Correct</i>	11%
<i>60-69% Correct</i>	3%
<i>70-79% Correct</i>	17%
<i>80-89% Correct</i>	34%
<i>90-99% Correct</i>	15%
<i>100% Correct</i>	0%

Sixty-six percent of students were able to answer more than 70% of the questions correctly.

Grade Five Students:

Percentage Correct on Assessment	Percentage of Students
<i>Less than 50%</i>	22%
<i>51-59% Correct</i>	16%
<i>60-69% Correct</i>	24%
<i>70-79% Correct</i>	29%
<i>80-89% Correct</i>	9%
<i>90-99% Correct</i>	0%
<i>100% Correct</i>	0%

Thirty-eight percent of students were able to answer more than 70% of the questions correctly.

Another resource we were able to use to better understand student performance was the item analysis report. This allowed teachers to look at individual students and standards to determine areas of strength and needs of improvement. Teachers are using this information to drive instruction in their classroom. Globally, school leaders are using this information to create our key statements to focus our curriculum and learning initiatives.

English Language Arts Strand

Percent of Students Who Answered Those Questions

	Correctly
<i>Strand 1: Information and Understanding</i>	65%
<i>Strand 2: Literary Response and Expression</i>	70%
<i>Strand 3: Critical Analysis</i>	69%

This information helped school leaders create our key strand that we would focus on for the remainder of the school year. While we would think that our students would struggle most with critical analysis, a higher order thinking skill, we've noticed that our scores are traditionally, always about the same in the three areas. This year, it was a difference of 5% amongst the three strands. Our students are still struggling with information and understanding. Before they can begin to analyze a text that is critically, first they need the necessary skills to comprehend that text.

Writing Program

P.S. 325 has created our own writing program, which is a combination of the Accelerated Writing Program and StoryTown curriculum. Portfolio tasks were created to show the development and each stage of the writing process. Pieces of each component of the writing process, including graphic organizers, rough drafts and published pieces are displayed in the students' portfolios. Students observe and practice writing skills modeled by their teachers and keep a writer's journal with seed ideas that will later be extended and transformed in different writing pieces of various genres.

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

P.S. 325 SCHOOL WIDE WRITING POLICY

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

		drawings/pictures to collect and organize ideas or seeds for their writing	<p>own writing</p> <ul style="list-style-type: none"> • They are writing independently for 10-15 minutes 	for 15+ minutes
Second Grade	179 words	<ul style="list-style-type: none"> • Students write two paragraphs, approximately five sentences in each • They indent paragraphs and use margins effectively • Graphic organizers are used to collect seeds and organize ideas and there are few pictures/drawings in the organizer • Students use details and beautiful language in their writing • Words like “sad”, “mad”, etc are replaced with “devastated” and “frustrated”, etc 	<ul style="list-style-type: none"> • Students begin to write three paragraphs, approximately five sentences each • They include dialogue in their writing if necessary • Graphic organizers contain no pictures/drawings • Student writing contains a beginning, middle and end • Students can support their opinions with text, ideas, and opinions from other sources • Students can compare and contrast more than two things • Talk bubbles with captions • They are writing independently for 15-20 minutes 	<ul style="list-style-type: none"> • Writing extends to four paragraphs • Content of paragraphs is focused • Students are able to focus and elaborate on one topic or continuous story • Students can self edit and peer edit • Students can use resources to help them get information for their expository writing • They are writing independently for 20+ minutes
Third Grade	220 words at a bare minimum	<ul style="list-style-type: none"> • Students can write four paragraphs • Introduction, body and conclusion are clearly defined • They continue their practice with expository writing 	<ul style="list-style-type: none"> • Students start to bulk up their paragraphs in expository writing with details and textual support • They can formulate an opinion and back it up • They write five or 	<ul style="list-style-type: none"> • Students are writing five or more paragraphs • They are writing independently for 25-30 minutes

		<ul style="list-style-type: none"> • Students can use a wide variety of graphic organizers to help them plan their writing 	<p>more sentences in each paragraph</p> <ul style="list-style-type: none"> • They use a wide variety of punctuation 	
Fourth Grade		<ul style="list-style-type: none"> • Students can write at least 5 paragraphs • They use detail and description • Wide vocabulary from various sources is utilized for their writing • They are comfortable with writing conventions to experiment or “write outside the box” in writer’s workshop 	<ul style="list-style-type: none"> • In writers workshop, students can write inside drawings • They are writing more than one page • They can write independently for 35 minutes • They gather information for expository writing • They are using figurative language 	<ul style="list-style-type: none"> • Students are writing simple essays (approximately 2 pages) • Their writing contains age appropriate vocabulary from content areas as well as from their environment • Opinions are well formed • They can write in script • They can compare and contrast three or four things • Their writing is focused and cohesive
Fifth Grade		<ul style="list-style-type: none"> • Students can write strong introductions and conclusions • Students can thoroughly research a topic, organize the information and use it to formulate a hypothesis and draw conclusions • Students are writing six or more paragraphs 	<ul style="list-style-type: none"> • Students can write for more than 40 minutes • Students self-monitor and self-correct their writing • Students know that it is the quality of writing that is important, not the quantity • Students are writing six or more paragraphs • Students are using figurative 	<ul style="list-style-type: none"> • Writing is structured • Content is focused and full of detail • Students are writing 45 minutes or more • They are using dictionaries and the thesaurus to help with word selection • They are using multiple sources to provide

		<ul style="list-style-type: none">• Students are familiar with the format of a news paper and other non-fiction materials and can model their writing from these tests• Students can model their writing of other mentor texts	language	detail to their writing.
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Literacy Goal

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

Objectives:

- To increase the percentage of students who make at least one year's progress in the area of literacy as demonstrated by the New York State English Language Arts Assessment in grades four and five.
- Eighty percent of students in grades K-2 will be identified in the Strategic Levels and/or Benchmark Levels in June 2011.
- To provide teachers with support using their data as a key component in instruction. Teachers will monitor and track the mastery of reading levels and literacy learning standards.

Mathematics Program

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

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

Mathematics Periodic Assessments

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

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

The ACUITY Periodic Assessments is a tool used for students in grades 3-5. To better prepare our students in the upper grades and build a strong foundation in number sense and operations, we have decided to adopt the MClass Math program. A few years ago, P.S. 325 participated in a pilot program using this system. After review of our school-wide data and needs, we have decided to once again implement this tool. Students are

administered different subtests (counting, number identification, quantity discrimination, missing number, next number, number facts, computation and concepts) depending on the grade. Each student has 1 minute per subtest to demonstrate their fluency in that content. Teachers use the palm pilots to record data. The results are then generated in a similar way to DIBELS—Benchmark, Strategic and Intensive.

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

We are tracking and monitoring students mastery of learning standards in literacy and mathematics. Our Everyday Mathematics curriculum has been aligned to the New York State Standards, identifying which standards are covered in each unit. Standards that are not covered as part of the curriculum, but required as a New York State standard have also been highlighted for teachers reference. The math content is being taught using their EDM materials, aligned to the standards as usual, however, after a standard is taught, teachers are assessing the student’s mastery. Five-question quizzes have been developed for each standard. After the content is covered, the student is assessed using this short quiz. The information from this quiz is then entered into the Tracking System. The Tracking System is an EXCEL spreadsheet with formulas that provide teachers with instant information about their student’s mastery. The tracker lists all learning standards, the student’s mastery of standards overall, the student’s mastery of standards in each strand (number sense and operations; algebra; geometry; measurement; statistics and probability) and the student’s mastery of each individual standard. It also gives the teacher the mastery of the entire class in each component and keeps track of the standards covered for the year. To make it even more transparent for teacher use, information is color coded as it is entered into the tracker. Mastery less than 69% is red, 70-79% is yellow and 80% or higher is green/white. At a simple glance, teachers can identify trends in his/her classroom.

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

Early Childhood Mathematics Data

MClass Math

2010-2011 Administration

The MClass Math is currently being administered to students, October 25th-November 5th.

Based on this administration, we determined:

		Intensive (Below Standard)	Strategic (Approaching Standard)	Benchmark (Meets Standard)
P.S. 325 Overall	<i>Beginning of Year</i>	Not yet available	Not yet available	Not yet available

In kindergarten, counting, number identification, quantity discrimination and missing number was administered.

		Intensive (Below Standard)	Strategic (Approaching Standard)	Benchmark (Meets Standard)
Kindergarten	<i>Beginning of Year</i>	Not yet available	Not yet available	Not yet available

In first grade, counting, number identification, quantity discrimination, missing number, next number and number facts was administered.

		Intensive (Below Standard)	Strategic (Approaching Standard)	Benchmark (Meets Standard)
First Grade	Beginning of Year	Not yet available	Not yet available	Not yet available

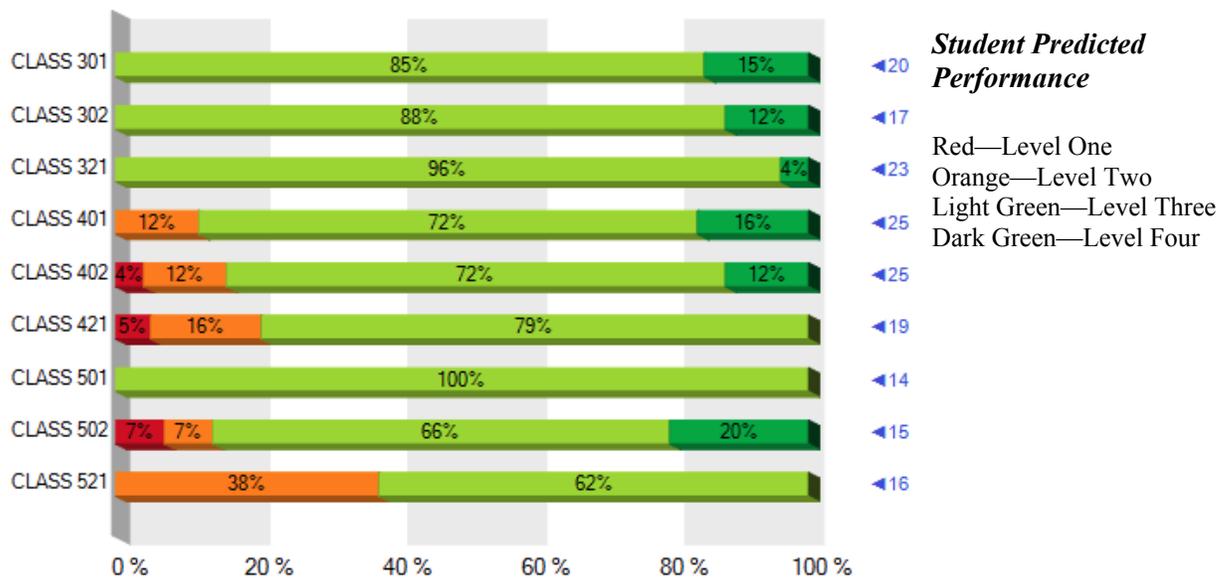
In second grade, quantity discrimination, missing number, number facts, computation and concepts was administered.

		Intensive (Below Standard)	Strategic (Approaching Standard)	Benchmark (Meets Standard)
Second Grade	Beginning of Year	Not yet available	Not yet available	Not yet available

Grades 3-5 Mathematics Data

New York City Predictives February 2010

Predicted Performance on New York State Math Assessment



This report, available on ARIS, provided us with predicted performance of our students in grades 3-5 on the New York State Math assessment that was administered in May, according to student performance on the NYC Predictive test. According to the predictives, approximately 80% of our students should have scored a level 3 or 4 on the NYS math test.

Average Percent Correct on NYC Predictives

	Average Percent Correct
Grade Three	61%
Grade Four	53%

Grade Five	45%
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New York City Instructionally Targeted Assessments

Aligned to Everyday Mathematics

November 2009

Average Percent Correct on NYC ITA's

	Average Percent Correct
Grade Three	71%
Grade Four	68%
Grade Five	56%

New York City Instructionally Targeted Assessments

Aligned to Everyday Mathematics

March 2010

Average Percent Correct on NYC ITA's

	Average Percent Correct
Grade Three	76%
Grade Four	61%
Grade Five	60%

Students in grades three through five will take their first Instructionally Targeted Assessment (ITA) of the year on November 17th and 18th.

New York State Mathematics Assessment

In May 2010, all students in grades 3-5 were administered the New York State Mathematics assessment.

Promotional Criteria, As Identified by the New York State ELA Assessment:

In total, 82% of students met promotional criteria, as determined by the NYS assessments.

	Percentage of Students Meeting Promotional Criteria
Third Grade Overall	93%
Fourth Grade Overall	77%
Fifth Grade Overall	74%

Once we received the actual test scores, we were able to look at individual student performance and trends in different classes and grades.

According to the revised cut scores, we found the following:

	Level One	Level Two	Level Three	Level Four
<i>Overall Performance</i>	14%	53%	25%	7%
<i>Performance on Grade Three Assessment</i>	10%	24%	25%	7%
<i>Performance on Grade Four Assessment</i>	12%	65%	15%	8%

According to the new cut scores, 32% of our students demonstrated mastery of grade level standards.

Upon review of our data, P.S. 325 decided to review the differences between new and old cut scores.

Had the cut scores not changed, we found the following:

	Level One	Level Two	Level Three	Level Four
Percentage of Students	2%	18%	73%	7%

Had the criteria for cut scores not changed, 81% of our students would have been identified as proficient, according to the New York State English Language Arts Assessment. In 2009, 71.5% of our students mastered grade level standards, which would have demonstrated an increase of about 10%.

To better understand the information about student performance on the state assessment, we decided to dig deeper, using resources from New York State and New York City.

One resource we were able to use to better understand student performance was the correlation between student performance rating and scale score with the percentage correct on the assessment. This allowed teachers to have a better understanding of the meaning of each performance level.

Grade Four Students:

Percentage Correct on Assessment	Percentage of Students
<i>Less than 50%</i>	15%
<i>51-59% Correct</i>	4%
<i>60-69% Correct</i>	7%
<i>70-79% Correct</i>	19%
<i>80-89% Correct</i>	17%
<i>90-99% Correct</i>	34%
<i>100% Correct</i>	4%

Seventy-four percent of students were able to answer more than 70% of the questions correctly.

Grade Five Students:

Percentage Correct on Assessment	Percentage of Students
<i>Less than 50%</i>	43%

<i>51-59% Correct</i>	10%
<i>60-69% Correct</i>	20%
<i>70-79% Correct</i>	10%
<i>80-89% Correct</i>	17%
<i>90-99% Correct</i>	10%
<i>100% Correct</i>	0%

Thirty-eight percent of students were able to answer more than 37% of the questions correctly.

Another resource we were able to use to better understand student performance was the item analysis report. This allowed teachers to look at individual students and standards to determine areas of strength and needs of improvement. Teachers are using this information to drive instruction in their classroom. Globally, school leaders are using this information to create our key statements to focus our curriculum and learning initiatives.

Math Content Strand	Percent of Students Who Answered Those Questions Correctly
<i>Number Sense and Operations</i>	63%
<i>Geometry</i>	80%
<i>Algebra</i>	56%
<i>Statistics and Probability</i>	65%
<i>Measurement</i>	69%

While algebra appears to be the area that needs most improvement, we have decided to focus on number sense and operations. This content strand covers a wide variety of topics and was found the student's lowest (and highest) performance indicators.

Mathematics Goal

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

Objectives:

- All classroom teachers will use item analysis data from New York City, New York State and MClass Math assessments to inform math instruction.
- There will be an increase in students in grades 4 and 5, including English Language Learners and students with IEPs, will make one year's progress in mathematics, as determined by student performance on the New York State Math Assessment.
- Students in Grades K-5 will be able to apply knowledge acquired through the use of concrete materials to abstract mathematical processes, as demonstrated in the unit and teacher-made tests.
- To provide teachers with support using their data as a key component in instruction. Teachers will monitor and track the mastery of mathematics performance indicators.

Social Studies Program

Our social studies program has been designed to meet and exceed the New York State Standards and aligned with the New York City Scope and Sequence. Bilingual teachers have additional social studies material to teach ESL through the content areas. We encourage classroom teachers to take their classes on field trips that enhance

the social studies curriculum. This helps the students make the necessary connections with the reality and the themes, topics and books discussed in class. The school also encourages the teachers to use the library resources of our school and internet computers to make research papers through the use of internet and non-fiction books we keep in the library to provide the students with the necessary skills they need to gain independence and responsibility in their educational process.

Curriculum maps were created by teachers to integrate the Scott Foresman textbook and trade book activities, where available. Students in grade three are using a new text book that is aligned to the NYS standards and explores case studies of different regions. Students in grades four and five are exploring social studies concepts through units of study. This provides the opportunity to incorporate social studies into the different subject areas. Teachers are able to enrich the curriculum by embedding technology (web-quests, researching on the internet, PowerPoint presentations, videos, etc) and arts (music, visual arts, theatre presentations). Classrooms also have trade books to supplement instruction. Fourth grade students are using NYSTROM maps and atlases to gain a deeper understanding of maps and geography. Teachers are using the curriculum maps to begin aligning the Common Core standards.

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

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

Social Studies Goals:

- The Social Studies program will provide the students with the knowledge base consistent with the skills learned through the New York State Social Studies Curriculum and New York City Scope and Sequence. By providing them with these skills, the students will process a deeper understanding of culture, history, civics, community and geography. This in turn will allow the students to be more civic minded with a greater understanding of the world in which they live.
- Students will increase their attainment of knowledge as evident by chapter tests, portfolio tasks, social studies fair presentations and research projects.

Science Program

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

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

Science Goals:

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

Arts and Sports

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

We encourage our teachers to identify and develop students' sport and artistic abilities through a series of school performances, activities, competitions and fairs. We constructed special partnerships with community based organizations that help us achieve our goal of developing our student as a whole individual. Students perform in two shows during the year, demonstrating their talents through a Winter Celebration and Spring Show. Students use their arts experience to create all components of the performance through not only performing, but also set design. Students also participated in activities with Halloween and Thanksgiving and multicultural. These activities provide students the opportunity to explore the theatrical world and represents an excellent vehicle to enhance their literacy skills and strategies.

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

English as a Second Language

Having a large population of English Language Learners (ELL) our English as a Second Language Program (ESL) values and reinforces each student's background and to provide a safe and low anxiety environment where students can gradually acquire English language skills at a competent level that enable them to compete in our English Language American Society. We maintain a transitional bilingual program to provide a strong native language instructional program in Spanish and English that accelerates the student acquisition language process in both languages; and to make a more successful transfer and growth from their basic interpersonal communication skills (BICS) to a high level of cognitive academic language proficiency (CALPS) that is necessary to achieve better results during the state standardized tests. English Basic and Intermediate students identified through the results of the NYSESLAT test will receive Language Arts and Math instruction in Spanish following a 40/60 model (40% English/60% Spanish) that was gradually increased up to 50/50 model

by the end of the school year. Social Studies or science instruction will be delivered in English, following effective research-based ESL methodology. Students in advance levels received Arts, Science and Social Studies instruction in English following a 50/50 model. Students in regular classes who have been identified as ELL according to the NYSESLAT received daily support through an ESL push-in program. To support children's development of English as a second language, teachers are expected to delivery instruction following second language acquisition methodologies, follow the Language Allocation Policy, differentiate instruction according to appropriate levels of language acquisition, group students according to analysis of data and participate in staff development opportunities during the academic year.

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

ESL Programs:

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

Objectives:

- To implement a comprehensive and structured ESL Program across the grades.
- To provide ESL services to ELL students in English and Bilingual classes as mandated.
- Offer workshops to parents and teachers on ESL/Bilingual programs.
- Strengthen teachers' instructional practices in ESL.
- Provide training to monolingual teachers in how to incorporate ESL strategies to differentiate instruction in their classroom when working with ELLs.
- To increase the percentage of ELL students who make atleast one year's progress on the New York State English Language Arts Assessment.

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

The basic goal of these transitional classes is to help the student in achieving a high level of cognitive academic language in English in a three year period, so the students can be mainstreamed after this period of time. In many occasions, students stay in this transitional program for a longer period of time according to the NYSESLAT results.

For the 2010-2011 school year, we decided to change our ESL model by integrating a push-in model, rather than pull-out. Our ESL Program offers support to students currently placed in a monolingual (English) setting but, that they have not still satisfied the standards established by the state to be considered fully proficient. This is

determined by their scores in the NYSESLAT and/or LAB Tests. Our ELL instructors utilize the latest ELL methodologies, techniques and materials that support and facilitate the students' transition in a stress free environment. To further support this initiative, all ELL students have been placed in one classroom to provide all our ELL resources and strategies to those students.

This school year, we also decided we wanted to provide more Spanish intervention to our students. To support this, we decided to differentiate our inquiry initiative for our bilingual students. We believe that if we improve a student's comprehension in his/her native language, those skills can easily be transferred into English. For this reason, our focus for inquiry in our bilingual classes will still be reading comprehension, however in Spanish. Students were identified according to their Spanish reading level in grades 1-3 (below grade level) and scores on the ELE assessment.

During the extended day to provide Spanish intervention, teachers will be using Villa Cuentos. Once per week, the class will be broken into different groups. The inquiry group will be working with the teacher with an emphasis on the focus comprehension skill of the week. After the students have completed the skill, we will be using the Weekly Skill Test from Villa Cuentos to identify student proficiency.

NYSESLAT Levels, Spring 2010

	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Beginner	24	7	9	6	4
Intermediate	16	4	12	9	10
Advanced	3	8	9	14	10
Proficient	1	4	4	1	2

The language acquisition of our students is increasing with more emphasis in-class support through rigorous ELA instruction, ESL methodologies and resources. Each year, as our students English ability grows and they pass the NYSESLAT, new students arrive from Spanish speaking countries. Because of this, our school will always have a high ELL population.

Teachers, knowing their students and looking at the data from in class assessments and the NYSESLAT, have set goals for student performance on the May 2011 NYSESLAT assessment. This information is entered on a profile similar to the assessment profile that teachers use for all students. Bilingual and ESL teachers not only set goals, but also identify Tier One interventions that can be implemented to support that child.

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

Many of our students and their families are English Language Learners. Nearly 47% of our students are currently identified as English Language Learners and are receiving some form of ESL services. This is a factor that serves as both an aid and barrier towards our student improvement. Every initiative our school puts into place takes the language development of our students into account. Analyzing the data of our ELL and former ELL population, this group of students consistently underperforms. Over the past few years with an emphasis on our ELL population, the progress of our ELLS has begun to show improvement. This is a result of our school wide initiatives. Our classroom, intervention, cluster and ESL teachers have received professional development that is strategically designed to target the curriculum, share best practices and instructional methodologies that are relevant for students who are learning English as a second language. Our literacy

curriculum in the lower grades and a similar format in the upper grades provides a strong literacy foundation for our students. The use of technology, math centers, differentiated instruction, visuals and manipulatives alongside the Everyday Math Curriculum in all classrooms, is providing our ELL students a strong math foundation. Our focus on differentiated instruction, aligned to the data of our students, is a key step in teaching our students. Teachers are actively monitoring student's mastery of key skills and learning standards and re-teaching as necessary. Teachers are assessing, collaborating, making decisions, planning using the building's resources, implementing rigorous instruction and then reevaluating, as part of our Cycle of Success. We attempt to give our students many different opportunities through social studies and science fairs, the integration of technology, sports, arts and music both during the school day and after school, and experiences with the theatre and field trips to open their eyes and immerse them in both academic and social language.

Another factor that acts as a barrier to the achievement of our students is the socioeconomic status of our community. According to our demographical information, 95.2% of our students are considered economically disadvantaged. Having a poverty rate of ninety-five percent definitely has an impact on the performance of our students inside the classroom. It is important to understand and identify the needs and characteristics of our students outside of the classroom, their home structure and financial status to understand their behavior and performance and its effects in the classroom. Assuring that our children are provided with basic needs is necessary to support their learning. We try to foster a community that encourages our students to grow and feel safe, while providing them with opportunities they would not otherwise have a chance to experience.

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

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

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 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. To increase the percentage of students who make at least one year's progress in the area of literacy 5% as demonstrated by the New York State English Language Arts Assessment in grades four and five by June 2011.
 - Quality instruction in English Language Arts, professional development provided to teachers, academic intervention services, differentiated instruction to all students, inquiry team interventions, monitoring student progress through periodic assessments and classroom resources will be components of achieving this goal.

2. Eighty percent of students in grades K-2 will be performing at Strategic or Benchmark Levels on the DIBELS assessment by June 2011. *The DIBELS (Dynamic Indicators of Basic Literacy Skills) Assessment is an early literacy assessment, administered three times per year to all Reading First students.*
 - Quality instruction in English Language Arts through our literacy curriculum, professional development provided to teachers, differentiated instruction to all students, monitoring student progress through periodic assessments and classroom resources will be components of achieving this goal.

3. To increase the percentage of students who make at least one year's progress in the area of mathematics 5% as demonstrated by the New York State Mathematics Assessment in grades four and five by June 2011.
 - Quality instruction in mathematics, professional development provided to teachers, integration of technology and manipulatives, monitoring student progress through periodic assessments and classroom resources will be components of reaching this goal.

4. There will be a five percent increase in students scoring in Levels Three and Four on the Grade Four Science Assessment administered in June 2011.
 - Quality instruction in science through classroom teachers, integration of arts and technology, integration of reading and writing skills, trade books, monitoring student progress through hands-on labs and projects and classroom resources will be components of reaching this goal.

5. To increase the percentage of ELL students who make atleast one year's progress on the New York State English Language Arts Assessment by June 2011.
 - Quality instruction in English Language Arts, professional development provided to teachers in English Language Arts and ESL methodologies, differentiated instruction to all students, ESL services through push-in/pull out programs for students in monolingual or

bilingual classes, inquiry team groupings, monitoring student progress through periodic assessments and classroom resources will be components of achieving this goal.

6. One-hundred percent of students, including English Language Learners and students with IEPs will participate in arts, sports and technology programs.
 - Integration of the arts by classroom teachers, quality instruction by full time visual arts, physical education and music cluster teachers, small group instruction in the arts, sports teams, use of computers and IntelliBoards/Smart Boards and extra curricular activities will be components of achieving this goal.

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

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 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): _____

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

SECTION VI: ACTION PLAN

Subject/Area (where relevant): English Language Arts

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To increase the percentage of students who make at least one year’s progress in the area of literacy 5% as demonstrated by the New York State English Language Arts Assessment in grades four and five by June 2011.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>In order to this, we will:</p> <ul style="list-style-type: none"> ○ Provide differentiated professional development to all teachers according to the needs of the teacher and the classes they teach. Professional development will be provided by Literacy Coach, Data Specialist, Fordham University PSO and outside consultants, when available. (Ongoing September 2010-June 2011) ○ Quality and rigorous instruction will be provided to students, following the essential components of literacy using the StoryTown Curriculum to support independent reading and comprehension. (Ongoing September 2010-June 2011) ○ ASPIRA After School Test Prep Academies will be offered to targeted students in grades three through five (after school, three days per week, January 2011-May 2011. ○ Small group instruction will be provided to targeted students during Extended Day(Ongoing September 2010-June 2011) ○ Co-teaching through a push-in model (Ongoing September 2010-June 2011) ○ Teams of teachers will be working together to plan instruction and share best practices. Weekly grade level planning blocks (two periods) will be used to plan lessons, look at student work and analyze student data. Monthly, teachers across grade levels will meet to look at student work, standards and tasks through a different grade level perspective. Intervention teachers will meet monthly with grade level teachers to assure coherence. (Ongoing September 2010-June 2011) ○ P.S. 325 will revise its inquiry team target work by identifying three children per classroom and/or literacy teacher to monitor progress and target instruction. (Ongoing September 2010-June 2011) ○ Teachers will monitor and track standards on a regular basis to determine

	<p>mastery of reading levels and literacy performance reading comprehension skills (Ongoing September 2010-June 2011)</p> <ul style="list-style-type: none"> ○ Portfolio tasks in reading and writing tasks. (Ongoing September 2010-June 2011) ○ Teachers will continue analyzing data from various sources (Periodic Assessments, DIBELS, Reading 3D, classroom tests, StoryTown assessments, portfolio tasks, etc) to identify strengths and challenges for individual students to group accordingly and provide individualized support (Ongoing September 2010-June 2011)
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ○ Contract for Excellence, TL Fair Student Funding, Title I, TL Children First Student Funding, TL Fair Student Funding Incremental
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ○ Progress will be monitored consistently by the Principal and administrative staff through data meetings, portfolio reviews and observations ○ Progress will be observed through progress on periodic assessments (Reading 3D/DIBELS for lower grades in September, February and June; Predictive and Instructionally Targeted Assessments according to the periodic assessment calendar, tracking system, classroom assessments monthly; portfolio tasks monthly)

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant): English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> ○ Eighty percent of students in grades K-2 will be performing at Strategic or Benchmark Levels on the DIBELS assessment by June 2011.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>In order to this, we will:</p> <ul style="list-style-type: none"> ○ Provide differentiated professional development to all teachers according to the needs of the teacher and the classes they teach. Professional development will be provided by Literacy Coach, Data Specialist, Fordham University PSO and outside consultants, when available. (Ongoing September 2010-June 2011) ○ Quality instruction will be provided to students, following the essential components of literacy using the StoryTown Curriculum and Accelerated Reading to support independent reading and comprehension. ((Ongoing September 2010-June 2011) ○ Small group instruction will be provided to targeted students during Extended Day(Ongoing September 2010-June 2011) ○ Co-teaching through a push-in model (Ongoing September 2010-June 2011) ○ P.S. 325 will revise its inquiry team target work by identifying three children per classroom and/or literacy teacher to monitor progress and target instruction.(Ongoing September 2010-June 2011) ○ Teams of teachers will be working together to plan instruction and share best practices. Weekly grade level planning blocks (two periods) will be used to plan lessons, look at student work and analyze student data. Monthly, teachers across grade levels will meet to look at student work, standards and tasks through a different grade level perspective. Intervention teachers will meet monthly with grade level teachers to assure

	<p>coherence. (Ongoing September 2010-June 2011)</p> <ul style="list-style-type: none"> ○ Portfolio tasks in reading and writing tasks. (Ongoing September 2010-June 2011) ○ Teachers will monitor and track standards on a regular basis to determine mastery of reading levels and literacy performance indicators (Ongoing September 2010-June 2011) ○ Teachers will continue analyzing data from various sources (DIBELS, Reading 3D, classroom tests, StoryTown assessments, tracking system, portfolio tasks, etc) to identify strengths and challenges for individual students to group accordingly and provide individualized support (Ongoing September 2010-June 2011)
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ○ TL Fair Student Funding, Title I, TL Children First Student Funding, TL Fair Student Funding Incremental, EGCSR
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ○ Progress will be monitored consistently by the Principal and administrative staff through data meetings, portfolio reviews and observations ○ Progress will be observed through progress on periodic assessments (Reading 3D/DIBELS for lower grades in September, February and June; classroom assessments monthly; portfolio tasks monthly)

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant): Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the percentage of students who make at least one year’s progress in the area of mathematics 5% as demonstrated by the New York State Mathematics Assessment in grades four and five by June 2011.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>In order to achieve this goal, P.S. 325 will:</p> <ul style="list-style-type: none"> ○ Provide differentiated professional development to all teachers according to the needs of the teacher and the classes they teach. Professional development will be provided by Mathematics Coach, Data Specialist, Fordham PSO and outside consultants, where available. (Ongoing September 2010-June 2011) ○ Quality instruction will be provided to students, using the Everyday Mathematics pacing calendar, using real-world experiences, incorporating manipulatives and providing a foundation of basic skills to students (Ongoing September 2010-June 2011) ○ Math centers implemented during the second period of the math block daily to supplement, enrich and differentiate instruction (Ongoing September 2010-June 2011) ○ Teams of teachers will be working together to plan instruction and share best practices. Weekly grade level planning blocks (three periods) will be used to plan lessons, look at student work and analyze student data. Monthly, teachers across grade levels will meet to look at student work, standards and tasks through a different grade level perspective. Intervention teachers will meet monthly with grade level teachers to assure coherence. (Ongoing September 2010-June 2011) ○ Co-teaching through a push-in model to provide differentiated instruction to students in mathematics (Ongoing September 2010-June 2011) ○ Teachers will monitor and track standards on a regular basis to determine

	<p>mastery of mathematics performance indicators (Ongoing September 2010-June 2011)</p> <ul style="list-style-type: none"> ○ Portfolio tasks to integrate student interests, Everyday Math Curriculum and New York State Standards(Ongoing September 2010-June 2011) ○ Teachers will continue analyzing data from various sources (Periodic Assessments from ACUITY, classroom tests, EDM activities, tracking system, portfolio tasks, etc) to identify strengths and challenges for individual students to group accordingly and provide individualized support (Ongoing September 2010-June 2011)
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ○ TL Fair Student Funding, Title I, TL Children First Student Funding, TL Fair Student Funding Incremental, Contract For Excellence
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ○ Progress will be monitored consistently by the Principal and administrative staff through data meetings, portfolio reviews and observations ○ Progress will be observed through progress on periodic assessments (ACUITY periodic assessments according to the testing calendar; EDM tasks monthly; classroom assessments monthly; portfolio tasks monthly)

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant): Science

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> ○ There will be a five percent increase in students scoring in Levels Three and Four on the Grade Four Science Assessment in June 2011.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>In order to achieve this goal, P.S. 325 will:</p> <ul style="list-style-type: none"> ○ Provide differentiated professional development to all teachers according to the needs of the teacher and the classes they teach (Ongoing September 2010-June 2011) ○ Quality instruction will be provided to students using the Scott Foresman and FOSS Curriculum, aligned to the New York State Standards and Scope and Sequence. Teachers will incorporate real life projects, technology, arts, hands-on activities, trips and critical thinking exercises (Ongoing September 2010-June 2011) ○ Reading and writing strategies will be used during science periods to further enhance students abilities on reading comprehension (Ongoing September 2010-June 2011) ○ Weekly common planning block for teachers to focus on effective instructional planning and understanding of content. (Ongoing September 2010-June 2011) ○ Teams of teachers will be working together to plan instruction and share best practices. Weekly grade level planning blocks (two periods) will be used to plan lessons, look at student work and analyze student data. Monthly, teachers across grade levels will meet to look at student work, standards and tasks through a different grade level perspective. Intervention teachers will meet monthly with grade level teachers to assure coherence. (Ongoing September 2010-June 2011)

	<ul style="list-style-type: none"> ○ Integration of non-fiction text and comprehension strategies(Ongoing September 2010-June 2011) ○ Hands-on science activities will be incorporated during instructional periods to prepare students for the performance component of the assessment.(Ongoing September 2010-June 2011) ○ Portfolio tasks will be redesigned to provide more differentiated instruction for students(Ongoing September 2010-June 2011) ○ Teachers will continue analyzing data from various sources (classroom tests, research papers, portfolio tasks, etc) to identify strengths and challenges for individual students to group accordingly and provide individualized support (Ongoing September 2010-June 2011)
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ○ TL Fair Student Funding, TL Children First Student Funding
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ○ Progress will be monitored consistently by the Principal and administrative staff through data meetings, portfolio reviews and observations on a regular basis

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): English Language Learners

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the percentage of ELL students who make over a year’s progress on the New York State English Language Arts Assessment by June 2011.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>In order to this, we will:</p> <ul style="list-style-type: none"> ○ Provide differentiated professional development to all teachers according to the needs of the teacher and the classes they teach. Professional development will be provided by Literacy Coach, Data Specialist, Fordham University PSO and outside consultants, when available. (Ongoing September 2010-June 2011) ○ Quality instruction will be provided to students, following the essential components of literacy using the StoryTown Curriculum and to support independent reading and comprehension(Ongoing September 2010-June 2011) ○ SuccessMaker used with ELLS in monolingual classes (Ongoing September 2010-June 2011) ○ Teams of teachers will be working together to plan instruction and share best practices. Weekly grade level planning blocks (two periods) will be used to plan lessons, look at student work and analyze student data. Monthly, teachers across grade levels will meet to look at student work, standards and tasks through a different grade level perspective. Intervention teachers will meet monthly with grade level teachers to assure coherence. (Ongoing September 2010-June 2011) ○ Small group instruction will be provided to targeted students during Extended Day(Ongoing September 2010-June 2011) ○ ELL students are all placed in one class to assure ESL best practices are implemented (Ongoing September 2010-June 2011)

	<ul style="list-style-type: none"> ○ Teachers will monitor and track standards on a regular basis to determine mastery of reading levels and literacy skills(Ongoing September 2010-June 2011) ○ P.S. 325 will revise its inquiry team target work by identifying three children per classroom and/or literacy teacher to monitor progress and target instruction. (Ongoing September 2010-June 2011) ○ Creation of bilingual inquiry team to provide additional Spanish interventions (Ongoing September 2010-June 2011) ○ Portfolio tasks in reading and writing. (Ongoing September 2010-June 2011) ○ Teachers will continue analyzing data from various sources (Periodic Assessments, DIBELS, Reading 3D, classroom tests, StoryTown assessments, portfolio tasks, etc) to identify strengths and challenges for individual students to group accordingly and provide individualized support (Ongoing September 2010-June 2011) ○ ESL Push-In Model for English Language Learners in Monolingual classes (Ongoing September 2010-June 2011) ○ Native Language Arts Instruction for students in bilingual classes using Villa de la Cuentos (Ongoing September 2010-June 2011) ○ NYSESLAT Test Preparation (Winter-Spring 2011)
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ○ Contract for Excellence, TL Fair Student Funding, Title I, TL Children First Student Funding, TL Fair Student Funding Incremental
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ○ Progress will be monitored consistently by the Principal and administrative staff through data meetings, portfolio reviews and observations ○ Progress will be observed through progress on periodic assessments (Reading 3D/DIBELS for lower grades in September, February and June; Predictive and Instructionally Targeted Assessments aligned to the NYC testing calendar; classroom assessments monthly; portfolio tasks monthly)

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Technology, Arts, Sports

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>One-hundred percent of students, including English Language Learners and students with IEPS will use technology in the classrooms and participate in arts and sports programs.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>In order to this, we will:</p> <ul style="list-style-type: none"> ○ Whole-class and small group instruction to students (Ongoing September 2010-June 2011) ○ Computers and subject-area software in all classrooms (Ongoing September 2010-June 2011) ○ Full-time cluster teachers for physical education, visual arts and music (Ongoing September 2010-June 2011) ○ Afterschool programs for visual arts, band, chorus, guitar, basketball, baseball and soccer (Ongoing September 2010-June 2011) ○ Laptops for students in grades 3-5 for small group and whole class technology projects (Ongoing September 2010-June 2011) ○ End of Year Exit Projects (Spring 2011) ○ Celebrations and performances (Various dates 2010-2011) ○ Sports events (Various dates 2010-2011) ○ Intelliboards and SmartBoards to supplement instruction(Ongoing September 2010-June 2011)
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ○ TL Children First Funding, TL NYSTL, TL Fair Student Funding, Title I, to Fair Student Funding Incremental

Indicators of Interim Progress and/or Accomplishment

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

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

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Parental Involvement

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>There will be a notable increase in parental participation in school-wide programs and initiatives.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>In order to this, we will:</p> <ul style="list-style-type: none"> ○ Provide differentiated workshops for parents through school’s Parent Coordinator, Fordham PSO and Parents Association on various topics according to the needs and interests of parents (Ongoing September 2010-June 2011) ○ Thanksgiving, Winter Holiday and Spring Celebration performances, attendance at all school fairs, assemblies and other school events (Various dates) ○ Attendance at Open School Night, Parent-Teacher Conferences (Various dates) ○ School Website (Ongoing September 2010-June 2011) ○ Implementation of Global Connect Messaging System (Ongoing September 2010-June 2011) ○ Translations (Ongoing September 2010-June 2011) ○ Monthly newsletters and letters sent to families from Parent Coordinator (Ongoing September 2010-June 2011)
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ○ Title I, TL Parent Coordinator, TL Fair Student Funding

Indicators of Interim Progress and/or Accomplishment

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

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

REQUIRED APPENDICES TO THE CEP FOR 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), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also 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

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 – 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	9	11	N/A	N/A	0	0	0	12
1	4	10	N/A	N/A	0	0	0	12
2	13	12	N/A	N/A	0	1	1	12
3	15	15	N/A	N/A	4	0	0	15
4	27	10	0	0	2	1	1	15
5	13	16	0	0	1	0	0	15
6								
7								
8								
9								
10								
11								
12								

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

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	ELA instruction is provided in small groups during the school day utilizing the intervention component of our StoryTown curriculum. We use supplemental instructional materials including Rewards and Basic Writing.
Mathematics:	Math intervention is provided in small groups during the school day, utilizing differentiated instruction based upon lessons taught using Everyday Mathematics and Math Steps. We also utilize extensive manipulatives and visual aids to assist the students in the learning process.
Science:	ESL Teachers provide small group instruction in the content areas in ELL classes.
Social Studies:	ESL Teachers provide small group instruction in the content areas in ELL classes.
At-risk Services Provided by the Guidance Counselor:	Our Guidance Counselor provides small group and individual at-risk services to our students. She does parent outreach as well. The at risk services include counseling centers.
At-risk Services Provided by the School Psychologist:	Our regular psychologist is currently on maternity leave. Upon her return, she will be resuming her at risk interventions.
At-risk Services Provided by the Social Worker:	The social worker provides individual counseling and family support to provide referrals for family counseling and other non-school based groups.
At-risk Health-related Services:	Our SAPIS worker conducts small groups in all grades working on social skills, self esteem, communication and substance abuse prevention throughout the school day. Additionally, she conducts parent workshops and assists with parent outreach to help foster the home, school and community partnerships.

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) Language Allocation Policy to this CEP.

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 Fordham University/551	District 06	School Number	School Name P.S. 325
Principal Mr. Gary H. Cruz		Assistant Principal Ms. Arelis Javier	
Coach Ms. Hendricks		Coach	
Teacher/Subject Area Ms. Garza/ ESL		Guidance Counselor	
Teacher/Subject Area Ms. Alp/ESL		Parent	
Teacher/Subject Area Ms. Sommerville/ 1st Grade		Parent Coordinator Ms. Rivera	
Related Service Provider Ms. Kristol/SETTS		Other Ms. Macdonald/Data Coordinator	
Network Leader		Other	

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	2	Number of Certified Bilingual Teachers	6	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	3	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	395	Total Number of ELLs	185	ELLs as Share of Total Student Population (%)	46.84%
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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.

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

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

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

After reviewing the choices parents have made throughout the years. It is clear that parents prefer Bilingual Transitional Education over ESL. Last year was the first time that many new kindergarten students were enrolled in ESL instead of Bilingual Education. 24 students were placed in Bilingual Education and 22 were placed in ESL. Last school year was the year we had the most kindergarten ESL students. Fortunately, our school was able to accommodate all parent choices and all ELL students are placed in the programs their parents chose for them. Currently, the majority of ELL parents with children entering kindergarten chose bilingual education; seventeen children were enrolled in bilingual education and 8 in English as a Second Language. Our first grade, last year kindergarten students, has the highest ESL enrollment with 23 students.

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

1. Meet with parents and explain to them what the bilingual program encompasses and what are the benefits for children who are still not proficient in the second language, of course always letting them know that Bilingual Education is a choice.

2. Create one Transitional Bilingual Class per grade to group not-proficient students (Beginners, Intermediate and Advanced) These students receive 60% of the instruction in English and 40% of instruction in Native Language according to the regulations. This model is switched to a 50/50 percent model by the second semester from February to June. Testable students in English are mainstreamed for English Language Arts, for the whole year.
3. Provide ESL services for not-proficient students whose parent chose a regular setting. These students receive ESL instruction according to their individual mandated time through co-teaching push-in instruction.
4. All teachers including classroom teachers, cluster teachers, and intervention teachers must use differentiated instruction

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>	17	22	16	19	20	18								112
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In	8	23	10	13	10	9								73
Total	25	45	26	32	30	27	0	0	0	0	0	0	0	185

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	185	Newcomers (ELLs receiving service 0-3 years)	147	Special Education	18
SIFE	0	ELLs receiving service 4-6 years	38	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total	

TBE	93	0	15	19	0	0	0	0	0	0	112
Dual Language											0
ESL	54	0	8	19	0	0	0	0	0	0	73
Total	147	0	23	38	0	0	0	0	0	0	185
Number of ELLs in a TBE program who are in alternate placement: <u>0</u>											

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	17	22	16	19	20	18								112
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	17	22	16	19	20	18	0	0	0	0	0	0	0	112

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																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	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	8	21	8	13	10	9								69
Chinese		2												2
Russian														0
Bengali														0
Urdu														0
Arabic			1											1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian			1											1
Other														0
TOTAL	8	23	10	13	10	9	0	0	0	0	0	0	0	73

Part IV: ELL Programming

A. Programming and Scheduling Information

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

We have 38 teachers, two administrators, one parent coordinator, one literacy Reading First coach, one Math coach, various consultants, and other clerical and supportive personnel. Of these 38 teachers, 6 are Bilingual, 2 are ESL teachers, and 3 are special education with a bilingual extension. We currently have 6 bilingual classes which include three CTT classes: kinder, first, and third grade. They all follow the transitional model. We currently have 395 students on register of which 185 are ELLs (Including students who are not serviced because of specifications on their IEPs). This is approximately 46.8% of our student population.

At the beginning of the year, transitional Bilingual classes received 13/14 periods (40%) of ESL a week by the classroom teacher and cluster teachers. In February, the proportion of ESL periods is increased to 50%. Homeroom teachers use the Balanced Literacy approach to provide instruction just as they do for Native Language Arts. Students have been assessed to place them at their appropriate reading levels. As a former Reading First school, we adopted the "Storytown" program and the "Villa Cuentos" programs for Native Language Arts instruction in our bilingual classrooms from kinder to fifth grade. All ELL students in monolingual classes are grouped together so ESL push-in support can be provided. ESL teachers use the Balanced Literacy approach as well with an emphasis on Guided and Shared Reading. The ESL teachers use a variety of programs to meet the needs of their students. They will be following the Storytown curriculum. In addition, the Rigby Program is used with ESL students in K-5th. ESL students in kinder and first grade use the AWARDS Reading program in addition to Rigby and Storytown.

We have 147 ELL students who have been in the country less than 3 years.

Bilingual (3 years or less)

- In order to differentiate instruction bilingual students will be grouped in the classroom into three sub-groups: beginners, intermediate, and advance group.
- The beginners and intermediate group will receive instruction following a 40%English / 60%Spanish Language Allocation Model mandated by the NYC guides, including Special Education/CTT classes.
- Intermediate students will follow a 50% - 50% model by the middle of the year according to their progress.
- Independent reading time according to their reading level
- The advance group will receive instruction following a 25% Spanish/ 75% English according to the NYC Language Allocation Policy.
- Science and social studies taught in English through the use of ESL, scaffolding, repetitions, semantic mapping, diagrams, cooperative learning, etc. Including Special Education classrooms.
- The teacher will maintain Word Walls in Spanish and English with the frequency word for students' reference and review, including Special Education classrooms.
- A Balance Literacy Approach will be used for Language Arts instruction. Through this approach the teacher models skills and strategies to the students that they will practice independently at their own reading levels, later on. The teachers will conference individually and/or small group to check comprehension and plan their future mini-lessons. They will use the "Story Town" program to teach ELA and "Villa Cuentos" to teach NLA.
- An Accelerated Writing Approach in English/Spanish will be followed in which each student keeps a writer's notebook. In this

notebook they practice writer's skills and strategies previously modeled by the teacher. This writer's notebook will also contain "seed ideas" that later on will be expanded and extended to be part of the final pieces students will produce each month that will be part of their literacy portfolios, including Special Education classes.

- Students will also receive differentiated instruction when needed. Grouping will be determined according to data collected during testing, portfolio assessments, and teacher observation. Kinder students who need intervention are pulled-out by the reading coach.

ESL (3 years or less)

- This year, the ESL teacher will be servicing students with a push-in co-teaching model. They will receive 8 periods (45 minutes) of ESL support. ESL teachers will use ESL strategies and methodologies to deliver academic content area instruction and provide additional support to students, including students with an IEP.

- Teachers will use ESL strategies and webs, semantic mapping, scaffolding, multi-sensory lessons etc. to deliver academic content area instruction and provide additional support to students.

- SETSS teacher utilizes the StoryTown Intervention Kit and Basic Writing to increase students' phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension strategies.

- ESL instruction will be provided by fully certified teachers.

- Students will receive intensive ESL instruction that will integrate listening, speaking, reading and writing activities through a thematic approach that will be correlated to topics and themes discussed in class. They will also be using Rigby and AWARD Reading program (k-1) in addition to Storytown.

- Students will receive differentiated instruction when needed. Grouping will be determined according to data collected during testing, portfolio assessments, and teacher observation. Additional support is provided according to the data collected using Dibels/Dibels 3D.

- Independent reading time according to their reading level

We have 38 ELL students who have been in the country from 4-6 years.

Bilingual 4-6 years

- Science and social studies is taught in English through the use of ESL, scaffolding, repetitions, semantic mapping, diagrams, cooperative learning, etc. Including Special Education classrooms.

- The teacher will maintain Word Walls in Spanish and English with the frequency word for students' reference and review, including Special Education classes.

- NYSESLAT test practice lessons, including Special Education classes. The test prep book Getting Ready for the NYSESLAT, ELA and Beyond will be used to get the students ready for this test.

- A Balance Literacy Approach will be used for Language Arts instruction. Through this approach the teacher models skills and strategies to the students that they will practice independently at their own reading levels, later on. The teachers will conference individually and/or small group to check comprehension and plan their future mini-lessons, including Special Education classes. They will use the Reading First Program "Storytown" to teach ELA and "Villa Cuentos" to teach NLA.

- An Accelerated Writing Approach in English/Spanish will be followed in which each student keeps a writer's notebook. In this notebook they practice writer's skills and strategies previously modeled by the teacher. This writer's notebook will also contain "seed ideas" that later on will be expanded and extended to be part of the final pieces students will produce each month that will be part of their literacy portfolios, including Special Education classes.

- Students will also receive differentiated instruction when needed. Grouping will be determined according to data collected during testing, portfolio assessments, and teacher observation.

- Independent reading time according to their reading level

ESL (4-6 years)

- This year, the ESL teacher will be servicing students with a push-in co-teaching model. They will receive 8 periods (45 minutes) of ESL support. ESL teachers will use ESL strategies and methodologies to deliver academic content area instruction and provide additional support to students, including students with an IEP.

- Teachers will use ESL strategies to deliver academic content area instruction and provide additional support to students, including Special Needs students.

- ESL instruction will be provided by fully certified teachers.

- Students will receive intensive ESL instruction that will integrate listening, speaking, reading and writing activities through a thematic approach that will be correlated to topics and themes discussed in class. (ESL teachers will discuss with the classroom teachers to find out the monthly themes). They will also use Rigby Program and AWARD Reading Program, depending on students' grades, in addition to Storytown.

- SETSS teacher utilizes the StoryTown Intervention kit and the Basic Writing program to increase students' phonemic awareness,

phonics, vocabulary development, reading fluency, and reading comprehension strategies, as well as English Language grammar and usage. They provide support according to their specific needs according to assessment data and the goals set by the I.E.P.

- Students will also receive differentiated instruction when needed. Grouping will be determined according to data collected during testing, portfolio assessments, and teacher observation. Kinder students who need intervention are pulled-out by the reading coach. Additional support is provided to all the students by full-time paraprofessional.
- Independent reading time according to their reading level

All are special needs students are serviced. We have a bilingual speech therapist, occupational therapist, and a SETTS teacher that work with students in need of their services. We do not have any SIFE students; our plan in case of enrolling a SIFE student is to provide small group and one-on-one intervention at the student's grade level. We would also provide additional intervention during extended day.

Once an ELL scores a proficient rating in the NYSESLAT, they are still provided with ELL testing modifications for two years.

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?

There are many programs in place and plans for more to help our ELL students. ELLs that were placed in a bilingual transitional program, as requested by their parents, are receiving 60% of instruction in Spanish and 40% of instruction in English following the Balanced Literacy Program. These students in addition are receiving extra ESL support by their different cluster teachers. These classrooms also display an array of teaching material in both English and Spanish like word walls and process charts. They also have a 50% English and 50% Spanish classroom library. As each student is ready their percentage will change to 60% English and 40% Spanish.

The ELL students that are in monolingual classrooms receive extra English support from our two ESL instructors. They use a co-teaching push-in model with the classroom teacher to service those ESL students. These students also have a reduced library in their native language in their monolingual classroom. ESL teachers support the balanced literacy StoryTown program.

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

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

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

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?

A. Assessment Breakdown

How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?

Enter the number of ELLs provided for instruction (time, subject, teacher, theme)?

4. What Dual Language model is used (side-by-side, self-contained, other)?

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)	15	26	12	10	3	7								74
Intermediate(I)	9	16	5	12	10	10								62
Advanced (A)	0	3	9	10	17	10								49
Total	25	45	26	32	30	27	0	185						

Professional Development and Support for School Staff

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?

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	3	3	3							
	I		18	2	5	1	1							
	A		11	13	16	17	14							
	P		10	8	12	10	8							
READING/ WRITING	B		20	7	10	4	4							
	I		17	4	11	8	10							
	A		5	6	9	10	10							
	P		4	4	4	4	4							

Chancellor's Professional Development Days

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	17	8	1	0	26
5	7	13	0	0	20
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

be held monthly until May. The workshops will be given by an ESL teacher. Each workshop will be held for two hours after school.

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3									0
4	7		14		9		0		30
5	5		17		2		0		24

Part V: Assessment Analysis

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	7		14		2				23
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				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

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

P.S. 325 uses DIBELS/Dibels 3D to assess early literacy skills for ELLs. The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are assessment measures of the critical skills that underlie early reading success. The assessments predict how well children are likely to be doing in reading comprehension by the end of third grade. The measures administered at each grade level (K-2), help teachers locate, monitor,

- 82% of fourth grade English Language Learners were proficient in English Language Arts, as demonstrated by the 2009 New York State ELA Assessment
- 76% of fifth grade English Language Learners were proficient in English Language Arts, as demonstrated by the 2009 New York State ELA Assessment. In comparison.
- 97% of fourth grade English Language Learners were proficient in Mathematics, as demonstrated by the New York State Mathematics Assessment in March 2009.
- 88% of fifth grade English Language Learners were proficient in Mathematics, as demonstrated by the New York State Mathematics Assessment in March 2009.
- These percentages have gone up significantly from the previous year. Last year, only 17% of ELL fourth graders and 11% of ELL fifth graders were proficient.

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

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

A helpful assessment given to ELLs in English, besides the NYSESLAT, that helps us monitor their progress is the ITA. This assessment helps classroom and intervention teachers plan lessons that target students' weakest skills at their own grade level. The ITA is a periodic assessment that is administered two times a year. Our Data Coordinator and teachers work together to break down the tests skills and what each student needs targeted instruction on. Since the ITA is administered throughout the year, we continue to monitor each student's progress. ELA results are also analyzed this way. ELLs that are in Transitional Bilingual Education continue to learn in their native language as they are acquiring English. They receive five periods of Native Language Arts as per the Federal Mandate. They also receive Mathematics instruction in Spanish using the Everyday Math Program. The amount of each student's native language instruction is determined by their proficiency level.

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.

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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		

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.

Title III Budget and Narrative

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

Form TIII – A (1)(a)

Grade Level(s) Kinder-Fifth Number of Students to be Served: 181 LEP 210 Non-LEP

Number of Teachers 38

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

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

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

P.S. 325 is a (K-5) school with 181 ELLs that provides Transitional Bilingual Education and a push-in co-teaching ESL Program. The Transitional Bilingual Program will service the students that are in bilingual classrooms and the remaining ELLs that are in monolingual classes will receive ESL services. Some ELLs are not serviced because of the criteria in their I.E.P.

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

The Title III Grant will be used for the following:

Programs

- SATURDAY ACADEMY FOR ELLs-This academy will be offered to all bilingual and ESL students in all grades. The purpose of this program will be to develop literacy and oral skills and additionally prepare students for the NYSESLAT. Six teachers will work with the ESL students and the bilingual students. Students will attend classes on Saturdays from 9:00a.m.-12:00a.m. A combination of materials and technologies will be used to help students develop their literacy. In addition, the program will help prepare ELLs to be successful in the ELA State Assessment and the NYSESLAT.

Equipment and Materials

- ESL PARENT PROGRAM BOOKS- We will be purchasing 31 Side by Side books for our parents to use in their ESL class.
- PAPER AND INK- will be purchasing these items for the Saturday Academy for ELLs and for the Parent ESL Program.

Salary

- BILINGUAL INTERVENTION- Our bilingual intervention teacher provides intervention for bilingual classrooms and for ELLs in monolingual classrooms. The teacher uses ESL methodologies to teach Math, Science, Social Studies, and ELA. The teacher pushes-in and helps reduce class size while working with groups that need extra help with certain skills. Groups are decided according to data. Since the teacher is providing supplemental services to fully serviced ELLs part of his salary will be provided by the Title III grant.
- ELL SATURDAY ACADEMY ADMINISTRATOR- The Academy will be supervised by an administrator who will be opening, closing, and running the building on Saturdays. She will also monitor the program. The program will run for 14 weeks.
- ELL SATURDAY ACADEMY TEACHERS- There will be 5 teachers teaching the ELL Saturday Academy in addition to the principal. The program will run for 14 weeks but only per session for 44 hours for the teachers will be provided by the title III fund.

Description of Parent and Community Participation

- PARENT ESL PROGRAM- The parent ESL Program will be taught by the principal on Fridays from 2:30-4:30p.m. The program will run for 50 hours.

Form TIII – A (1)(b)

Title III LEP Program

School Building Budget Summary

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional Salaries	\$26,471.12	Salary for Bilingual Intervention Teacher = \$9,005.66

		69 hours of per session for 1 teacher (principal) for Parent ESL class 44 hours of Per session for 5 teachers for ELL Saturday Academy (44 hours x \$ 41.98 x 5 teachers= \$9,235.60)
Purchased services such as curriculum and staff development contracts		
Supplies and materials	\$1,268.80	Computer Ink for printers used in Saturday Academy for ELLs and Parent ESL Program (14 ink cartridges x \$26.05= \$364.70) Paper for Saturday Academy for ELLs, ESL Program, and Art for ELLs (11 Cases x \$42.99= \$472.89) Books for Parent ESL Class-Side by Side Textbook (\$13.91 per book x 31 parent students= 431.21)
Educational Software		
Travel	0	
Other	0	
TOTAL	\$27,739.92	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

The first process in collecting data about our families' occurs during registration. When a parent is registering their child and they speak a foreign language an ESL teacher is called in to proceed with the registration and the interview process. The home language survey is explained and completed as well as the interview process. When a native language is not English or Spanish, the parent receives all the documents in the native language that they need (Home Language Identification Survey, Program Choice Form, and Parent Survey). Once the needs of the parents are recorded in the home language survey and through the interview process the Parent Coordinator monitors that these parents translation and interpretation needs are being met. For conferences, if an in house translator is not available we hire one through the DOE. On the first floor, in well-viewed area, a bulletin board describing the translation needs and identifying the Parents Rights and Responsibilities is displayed. This information can also be found in the Parent Handbook that was translated into all languages needed by our parents and distributed at Parent Teacher Conferences on November 9, 2010 and Parent Orientation and Open House on October 15, 2010.

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

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

Spanish 97%

Chinese 1.04%

Albanian .26%

Arabic .26%

*Missing percentage are parents who speak English

Part B: Strategies and Activities

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

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

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

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

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

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$403,195	\$46,381	\$449,576
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$4,031.95	\$463.81	\$4495.76
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$20,159.75	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$40,319.50	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 97.6%

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

* 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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

The Parent Involvement Policy and Parent Compact were issued on October 15, 2010 at P.S. 325 Open House/Orientation and November 9, 2010 at Parent/Teacher Conferences.

P.S. 325 Parent Involvement Policy

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

- That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child and the carrying out of other activities.

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

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

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

- iii. Que los padres sean aliados absolutos en la educación de sus hijos (as) y que sean incluidos, de manera apropiada, en la toma de decisiones y en los comités de asesoría para asistir en la educación de su hijo (a) y en llevar a cabo otras actividades.

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

Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

P.S.325M

School – Parent Compact

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

<i>The School Agrees</i>	<i>The Parent/Guardian Agrees</i>
<ul style="list-style-type: none"> ○ To convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved. ○ To offer a flexible number of meetings at various times, and if necessary, and funds are available, to provide transportation, child care or home visits for 	<ul style="list-style-type: none"> ○ To participate in all the parent meetings and workshops including the annual Meetings for Title I, Parent/Teacher Conferences, regular and extraordinary meetings, and the planning sessions performed by the Leadership Team. ○ To participate in or request technical assistance

<p>those parents who cannot attend regular school meetings.</p> <ul style="list-style-type: none"> ○ To actively involve parents in planning, receiving and improving the Title I programs and the parental involvement policy. ○ To provide parents with timely information about all programs ○ To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information. ○ To provide high quality curriculum and instructions. ○ To assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e., literacy classes, workshops on reading strategies, to become involved in developing, implementing, evaluating, and revising the school-parent involvement policy. ○ To deal with communication issues between teachers and parents through: <ul style="list-style-type: none"> ➤ Parent/teacher conferences at least twice a year at which teachers will share progress and data analysis reports containing goals set for students. ➤ Frequent reports to parents on their children's progress. <ul style="list-style-type: none"> ➤ Reasonable access to staff ➤ Opportunities to volunteer and participate in their child's class. <ul style="list-style-type: none"> ➤ Observation of classroom activities ➤ School curricular and extra-curricular activities 	<p>training that the local education authority or school offers on child rearing practices and teaching and learning strategies.</p> <ul style="list-style-type: none"> ○ To work with his/her child/children on school work through reading aloud activities for 15 to 30 minutes per day to our lower grade students (1st to 3rd) ○ To monitor his/her child's/children's attendance and punctuality. <ul style="list-style-type: none"> ○ To monitor children's completion of homework, independent reading at home and television watching. ○ To share the responsibility for improved student achievement with teachers and school staff. ○ To communicate with his/her child's/children's teachers about their educational needs regularly and respond to communication from the school. ○ To treat all school staff members with courtesy and respect. <ul style="list-style-type: none"> ○ To have high expectations for their children ○ To provide information to the school on the type of training or assisting they would like and/or need to help them be more effective in assisting their child/children in the education process. <ul style="list-style-type: none"> ○ To offer support for school activities. ○ To help out at school by volunteering time, skills or resources. ○ To provide current contact information and notify school of any changes in contact information as the year progresses.
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P.S.325M /La Escuela – Contrato del Padre

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

<i>La escuela conviene</i>	<i>El Padre /Tutor acepta</i>
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<ul style="list-style-type: none"> ○ Organizar una reunión anual para los padres de Título I para informar sobre los programas de Título I y su derecho a integrarse. ○ Ofrecer un determinado número flexible de reuniones a diferentes horas y si fuera necesario y hubiera fondos disponibles, proveer transportación, cuidado de niños o visita a la casa para esos padres que no pueden asistir a las reuniones regulares de la escuela. ○ Envolver activamente a los padres en planear, recibir y mejorar los programas de Título I y las políticas de involucramiento del padre. ○ Facilitar al padre con información al día sobre los programas <ul style="list-style-type: none"> ○ Proveer reportes de rendimiento y resultados de pruebas individuales del estudiante para cada niño (a) e información sobre la educación del distrito escolar. ○ Proveer un currículo e instrucción de alta calidad ○ Mediar asuntos de comunicación entre profesores y padres a través de: <ul style="list-style-type: none"> ➤ Conferencias de padres y maestros, por lo menos dos veces al año en las cuales los profesores discutirán el progreso y los reportes de análisis de datos conteniendo las metas establecidas para el estudiante ➤ Reportes frecuentes para los padres sobre el progreso académico de su hijo (a) ➤ Acceso razonable a la comunicación con el personal ➤ Oportunidades para trabajar voluntariamente y participar en la clase de su hijo (a) ➤ Observación de las actividades en el salón de clases ○ Actividades extra-curriculares de la escuela ○ Asegurar que los padres participen en actividades de desarrollo profesional, si la escuela determina que estas son adecuadas; entiendase , clases de literatura, talleres educativos para los padres sobre estrategias para leer, de como participar, implementar, evaluar y revizar la política de participación del padre en la escuela de su hijo (a) 	<ul style="list-style-type: none"> ○ Participar en todas las reuniones para padres y los talleres educativos incluyendo la reunión anual de Título I, conferencias de padres y maestros, reuniones regulares y extraordinarias y las sesiones planeadas que llevan a cabo la Asociación de Padres. <ul style="list-style-type: none"> ○ Participar o requerir un entrenamiento de asistencia técnica que la autoridad de educación local o escuela ofrece sobre práctica educacional y estrategias de enseñanza y aprendizaje. ○ Trabajar con sus hijos (as) que estén en grados bajos, (1ero. al 3ro) en los trabajos de la escuela mediante lecturas en voz alta por 15 a 30 minutos <ul style="list-style-type: none"> ○ Supervisar la asistencia y puntualidad de sus hijos (as) ○ Supervisar que sus hijos (as) completen las tareas, léan independientemente y vean televisión de manera controlada ○ Compartir con el profesor y el personal de la escuela la responsabilidad de mejorar el progreso del estudiante ○ Comunicarse regularmente con los profesores de sus hijos (as) para tratar sus necesidades educacionales y responder las comunicaciones que recibe de la escuela ○ Tratar a todos los miembros del personal de la escuela con cortesía y respeto <ul style="list-style-type: none"> ○ Tener expectativas altas sobre sus hijos (as) ○ Proveer información a la escuela sobre los tipos de entrenamientos ó asistencia que les gustaría y/o necesitaran para ayudarse a sí mismos a ser más efectivos al ayudar a sus hijos (as) en el proceso de educación <ul style="list-style-type: none"> ○ Ofrecer ayuda en las actividades de la escuela ○ Ayudar a la escuela ofreciendo su tiempo libre para trabajar voluntariamente, así como también destrezas o recursos ○ Proveer información al día de como contactarle y
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<p>3. Instruction by highly qualified staff.</p> <p>Please refer to Title 1 Plan. Please refer to pages 13-14</p>	<p>notificar a la escuela si a través del año escolar, esta información para poder contactarlos ha cambiado.</p>
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Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS
 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.

Section I: Schoolwide Program (SWP) Required Components

Please refer to Title 1 Plan.

Directions: 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.

5. Strategies to attract, design, assess, and hire the best teachers to high-need schools based on the performance of children in relation to the State academic content and student academic achievement standards.

Please refer to Title 1 Plan.

Please refer to Needs Assessment, pages 13-41.

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

2. Schoolwide reform strategies that:

a) Refer to Action Plan, page 58 All children to meet the State's proficient and advanced levels of student academic achievement.

Please refer to Parent Compact pages 68-72

Please refer to Needs Assessment, pages 13-41.

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.

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

n/a ○ Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

8. Measures to help teachers and principals celebrate the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall school performance.

○ 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 readiness/preparation, difficulty mastering the material, and other levels of the programs.

9. Activities to ensure that students who are having difficulty meeting the State academic content standards are provided the effective and timely assistance. The additional assistance may include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Please refer to Needs Assessment, pages 13-41.

Please refer to Appendix C

Please refer to Action Plan for School Goals

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

P.S. 325 has decided not to participate in the Conceptual Consolidation of Funds.

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 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 FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						

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.

Note: The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

IDEA	Federal						
Tax Levy	Local						

1.
 - 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;

2. Coordinate with and support the regular educational program;

3. Provide instruction by highly qualified teachers;

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

5. Provide strategies to increase parental involvement; and

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

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.)¹⁷
2. Please describe the services you are planning to provide to the STH population.
Students who are living in temporary housing are provided support from the school staff. At the beginning of the year, students received new uniforms, school supplies and other materials to support their academic needs. Children also receive free and/or reduced breakfast, lunch and snack on a daily basis.

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

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. 325					
District:	6	DBN:	06M325	School		310600010325

DEMOGRAPHICS

Grades Served:	Pre-K		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	0	0	0		92.5	92.1	93.2
Kindergarten	72	56	58				
Grade 1	83	70	59	Student Stability - % of Enrollment:			
Grade 2	68	74	70	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	74	60	81		96.4	93.0	88.6
Grade 4	60	73	69				
Grade 5	62	48	52	Poverty Rate - % of Enrollment:			
Grade 6	61	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		92.7	95.2	95.8
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		3	79	71
Grade 12	0	0	0				
Ungraded	0	3	1	Recent Immigrants - Total Number:			
Total	480	384	390	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					5	4	4

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	27	25	27	Principal Suspensions	1	4	7
# in Collaborative Team Teaching (CTT) Classes	14	15	16	Superintendent Suspensions	19	7	20
Number all others	33	27	38				

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	123	116	TBD	Number of Teachers	44	49	39
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	8	9	3
# receiving ESL services only	83	71	TBD				
# ELLs with IEPs	5	31	TBD	Number of Educational Paraprofessionals	1	2	6

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
	1	3	0	% fully licensed & permanently assigned to this school	100.0	100.0	92.1
				% more than 2 years teaching in this school	56.8	61.2	79.5
				% more than 5 years teaching anywhere	27.3	34.7	51.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	57.0	69.0	79.5
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers	88.1	97.8	89.5
Black or African American	4.2	5.2	3.8				
Hispanic or Latino	92.7	90.4	92.1				
Asian or Native Hawaiian/Other Pacific	1.2	1.3	1.3				
White	1.5	2.3	2.8				
Male	55.8	55.2	55.4				
Female	44.2	44.8	44.6				

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:

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

American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-					
Multiracial	-	-					
Students with Disabilities	vsh	v	-				
Limited English Proficient	vsh	v	-				
Economically Disadvantaged	v	v					
Student groups making	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	15.1	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	8.6	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	3	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	3.5						
<i>(Comprises 60% of the</i>							
Additional Credit:	0						

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