

PS 25 THE BILINGUAL SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: 07X025
ADDRESS: 811 EAST 149 ST. BRONX, NY 10455
TELEPHONE: 718-292-2995
FAX: 718-292-2997

TABLE OF CONTENTS

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

SECTION I: SCHOOL INFORMATION PAGE	3
SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE	4
SECTION III: SCHOOL PROFILE	5
Part A. Narrative Description	5
Part B. School Demographics and Accountability Snapshot	7
SECTION IV: NEEDS ASSESSMENT	10
SECTION V: ANNUAL SCHOOL GOALS	13
SECTION VI: ACTION PLAN	14
REQUIRED APPENDICES TO THE CEP FOR 2009-2010	Error! Bookmark not defined.
APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM ..	Error! Bookmark not defined.13
APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)	25
APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION	17
APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS	18
APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT	23
APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)	Error!
Bookmark not defined.	24
APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS	25
Bookmark not defined.	Error!
APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10	Error!
Bookmark not defined.	35
APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)	Error!
Bookmark not defined.	36

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: PS 25 **SCHOOL NAME:** The Bilingual School

SCHOOL ADDRESS: 811 East 149 Street, Bronx, New York 10455

SCHOOL TELEPHONE: (718) 292-2995 **FAX:** (718) 292-2997

SCHOOL CONTACT PERSON: Ms. Carmen V. Toledo **EMAIL ADDRESS:** ctoledo@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Ms. Yolanda Serrano

PRINCIPAL: MS. CARMEN V. TOLEDO

UFT CHAPTER LEADER: Ms. Myna Connolly

PARENTS' ASSOCIATION PRESIDENT: Ms. Sandra Vaca

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 7 **SSO NAME:** CFN #18 Cluster 607

SSO NETWORK LEADER: Mr. Elmer Myers

SUPERINTENDENT: Ms. Yolanda Torres

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
CARMEN V. TOLEDO	*Principal or Designee	
MYRNA CONNOLLY	*UFT Chapter Chairperson or Designee	
SANDRA VACA	*PA/PTA President or Designated Co-President	
NIVIA RIVERA	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
YOLANDA SERRANO	Teacher	
JULIA HARRISON	Member/	
DELIA PARAJON	Member/	
MARITZA GARCIA	Parent	
NELIA TAVERAZ	Member/	
ALMA SAENZ	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.

Public School 25 is a Title 1 school, built in 1897 and established in 1968 as the first bilingual school in New York City, located in the South Bronx. This pre-kindergarten to fifth grade school serves a population of approximately 368 students from culturally diverse backgrounds.

The PS 25 learning community believes that *"Our children are the future, and as a result, we are dedicated to their success"*. Therefore, our mission states that through the efforts of all staff members, parents and community and with the support of the School Leadership Team, all students will have the opportunity to become independent learners, critical thinkers, problem solvers and high achievers. Our school continues to promote a learning environment that is centered on students, facilitated by teachers and supported by the home and community.

At the inception of the Bilingual School, we were the gateway for recent arrivals from Latin American countries, the Caribbean Islands, Africa and today, we continue to serve many second-generation English language learners. Our ELL population consists of approximately 90% out of the 355 students enrolled. Our student population consists of 11% African American, 88% Hispanic, 0.1% White and about 20% of our student population is enrolled in Special Education classes. Our daily attendance average is 93%. The school is in receipt of Title 1 funding with 94.3% eligibility.

We strive to provide standard-based inquiry learning in a variety of programs such as our Dual-Language, Enrichment, Bilingual and monolingual self-contained classes in special education, Academic Intervention and other related students services. Our ESL program supports our large ELL population in continued language acquisition through the push-in and pull-out model and a self-contained third and fourth grade class. All of the figures gleaned out of the interim assessments, Fountas & Pinnell, Simulation English Language Arts, Mathematics, Social-Studies and Science Assessments, foster a school wide data-driven approach to quality teaching and learning.

The school uses its resources well to ensure the maintenance of small classes as an aid to student learning. Specialty teachers offer classes in Technology/Multi-media, Physical Education, and Art. We have a fully equipped school multi-media center that enhances our daily learning. Students have the opportunity to participate in after-school tutoring and Friday enrichment clubs engaging in project based learning.

We take pride in celebrating student accomplishments and recognition. Events like, monthly writing celebrations, Poetry Café, attendance and student of the month assemblies, and Spring Curriculum Exposition. We established a Student Leadership Council lead by a school advisor to provide training in order to develop leadership skills in our school community.

Parents are encouraged to participate in a variety of workshops and programs such as, Learning Leaders, health awareness, ESL/technology classes, monthly parent association meetings, and our special “First Friday, Second Cup of Coffee” and “Family Night”. Parents have the opportunity to share the learning experiences with their children through classroom visits and Saturday Academy.

Our highly qualified teaching staff is committed to improving their instructional practices through professional development in areas such as, differentiated instruction, project-based learning, and analyzing data. We have a professional collaboration with The Leadership Learning Support Organization. Our teachers participate in mentoring, coaching and reflective professional learning. They meet weekly during common planning periods with consultants and administrators to develop quality curriculum and daily instruction in order to promote academic achievement.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 025 Bilingual School				
District:	7	DBN #:	07X025	School BEDS Code #:	32070001002

DEMOGRAPHICS

Grades Served in 2008-09:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input 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	29	32	32		90.0	93.3	TBD			
Kindergarten	55	85	63							
Grade 1	74	40	63	Student Stability: % of Enrollment						
Grade 2	65	51	53	(As of June 30)	2007-08	2008-09	2009-10			
Grade 3	67	67	51		88.5	92.3	TBD			
Grade 4	54	34	50							
Grade 5	62	51	48	Poverty Rate: % of Enrollment						
Grade 6	0		0	(As of October 31)	2007-08	2008-09	2009-10			
Grade 7	1		0		92.5	98.8	99.4			
Grade 8	76		0							
Grade 9			0	Students in Temporary Housing: Total Number						
Grade 10			0	(As of June 30)	2007-08	2008-09	2009-10			
Grade 11			0		7	20	TBD			
Grade 12			0							
Ungraded			1	Recent Immigrants: Total Number						
				(As of October 31)	2007-08	2008-09	2009-10			
Total	579	488	361		20	37	27			
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	2009-2010			
Number in Self-Contained Classes	44	44	50	Principal Suspensions	0	0	TBD			
No. in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	1	0	TBD			
Number all others	30	29	14							
<i>These students are included in the enrollment information above.</i>										

DEMOGRAPHICS

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	0	0	0
# in Trans. Bilingual Classes	71	121	108	Early College HS Participants	0	0	0
# in Dual Lang. Programs	91	84	5	Number of Staff: Includes all full-time staff			
# receiving ESL services only	39	22	1				
# ELLs with IEPs	0	2	46	(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	43	38	TBD
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	11	10	TBD
				Number of Educational Paraprofessionals	3	3	TBD
(As of October 31)	2007-08	2008-09	2009-10	Teacher Qualifications:			
	2	0	TBD				
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	100.0	100.0	TBD
American Indian or Alaska Native	0.0	0.3	0.3	Percent more than two years teaching in this school	60.5	73.7	TBD
Black or African American	10.0	11.1	10.0	Percent more than five years teaching anywhere	67.4	73.7	TBD
Hispanic or Latino	89.1	86.7	87.0	Percent Masters Degree or higher	86.0	89.0	TBD
Asian or Native Hawaiian/Other Pacific Isl.	0.2	0.6	0.0	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	64.5	97.1	TBD
White	0.6	0.6	0.3				
Multi-racial							
Male	49.4	47.9	49.0				
Female	50.6	52.1	51.0				

2008-09 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:			
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):					
<input checked="" type="checkbox"/>	In Good Standing	<input type="checkbox"/>	Improvement – Year 1	<input type="checkbox"/>	Improvement – Year 2
<input type="checkbox"/>	Corrective Action – Year 1		Corrective Action – Year 2	<input type="checkbox"/>	Restructured – Year ____

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students	√	√	√	-	-	
Ethnicity						
American Indian or Alaska Native						
Black or African American	-	-	-			
Hispanic or Latino	√	√	√	-	-	
Asian or Native Hawaiian/Other Pacific Islander	-	-				
White	-	-	-			
Multiracial	-	-				
Other Groups						
Students with Disabilities	-	-	-	-	-	
Limited English Proficient	√	√	√			
Economically Disadvantaged	√	√	√	-	-	
Student groups making AYP in each subject	4	4	4	0	0	

Key: AYP Status

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	√
Overall Score	104.1	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment (Comprises 15% of the Overall Score)	10.9	Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 30% of the Overall Score)	24.2	Quality Statement 3: Align Instructional Strategy to Goals	√
Student Progress (Comprises 55% of the Overall Score)	60	Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit	9	Quality Statement 5: Monitor and Revise	√

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

Review of Overall Performance Indicators:

According to the Progress Report for P.S. 25 this year, grade 5 showed steady gains in student achievement, however, grades 3 & 4 decreased. Analysis of current student achievement trends has revealed the following:

All Tested Student	Grade 3			Grade 4		
	2008	2009	2010	2008	2009	2010
ELA (level 3&4)	29.9	66.7	37	32.1	62.5	70
Math(level 3&4)	65.0	85.5	33	43.4	81.6	68

Grade 5			
All Tested Student	2008	2009	2010
ELA(level 3&4)	51.9	78.7	61
Math(level 3&4)	45.8	87.5	64

Student Performance Trends

- In both ELA and Math state exams, we showed a significant increase in all three grades for the prior year. Based upon the new criteria, we show a decrease in levels 3 and 4. Yet, we demonstrated a 99% year's progress while trying to meet high academic performance. We are currently performing at 55% in math and 56% in ELA.
- Our students with special needs have demonstrated a challenge in meeting state standards in ELA and Math state exams.
- Our ELL's demonstrated making a year's progress and language acquisition growth based the NYSESLAT findings

Notable Accomplishments

The 2009-2010 progress report and learning survey demonstrates the findings of the 2008-2009 Quality Review Report, P.S. 25 was commended for its commitment to developing a learning community as part of their culture. The largely experienced staff works collaboratively to foster student progress. We have established a foundation for monitoring student progress. The

continued development of system and structures for monitoring in all core subjects will allow for optimum teacher support which we know will translate into increased student achievement.

In order to provide a broadened, challenging and comprehensive curriculum, the administration continues to emphasize on a myriad of strategies and procedures, such as, alignment of resources to facilitate standards based instruction across the grades. The learning community is committed to actively engaging in professional development and sharing experiences and best practices that promote academic achievement. The administration is committed to the continued provision of allocating time and resources with the desire to continually improve student outcomes and professional growth.

Public School 25 is recognized as a structured, safe learning environment where staff, students, and parents see high level of engagement, respect, and caring with the opportunity to grow as individuals.

The school continues to maintain an average of 93% in student attendance. In order to maintain and further improve attendance, the school continues to enhance its efforts in the areas listed below:

- ✓ Monthly attendance team meetings,
- ✓ Daily Monitor of Attendance,
- ✓ Monthly individual awards for good attendance,
- ✓ Monthly class awards for good attendance,
- ✓ School guidance counselor, attendance liaison and parent coordinator meets with parents to discuss attendance concerns,
- ✓ Notification to ACS for severe cases of educational neglect.
- ✓ Provide strategies and action plan for those individuals/families in need of support

Challenges to Continuous Improvement

(1) Socio-Economic and Special Needs:

- We continue facing challenges supporting an increasing Special Needs student population that are English Language Learners. We have a large influx of recent immigrants as well as a transient community. The percentage of English Language Learners enrolled has steadily increased from previous years, this includes, a sizeable SIFE population. Also, approximately 90% of the student population is economically disadvantaged; approximately a quarter of the student population resides in temporary housing. We recognize their needs and are providing them with coping skills, as well as emotional support and guidance, as we develop their academic skills.

(2) Professional Development Needs:

- The progress report revealed that teachers are in need of continued support to inject greater rigor into delivering differentiated instruction through the use of the data collected and analyzed. Our goal is to develop a cohesive structure for the monitoring of student's progress and accelerate student academic achievements while providing quality curriculum aligned with the common core standards. We must continue to provide guidance and resources in the area of developing interim specific goals, measurable objectives and the development of action plan. In addition to, uncovering the common core standards to help drive quality instruction.

- The continued strategic professional development in reading comprehension strategies and skills are needed consistently, in order to have educators set distinct goals, with monitored benchmarks so that the quality of teacher instruction and student learning is improved.
- In order to help teachers deliver rigorous ELA and Math instruction, we must provide guidance and support in the area of differentiated instruction, guided reading, and looking at student work in all core subjects writing with an emphasis on the process and revision strategies.
- Based on the ELA and math simulations results and Periodic Assessments, students with disabilities, ELL's and economically disadvantaged students continue to demonstrate the need for academic intervention services. The higher achieving students need to be challenged in project-based learning and enrichment opportunities. To that end, all students in grades 3-5 will participate in a newly established Friday Enrichment Clubs. Teacher's experiences and expertise will be enhanced by the implementation of project based learning.
- In order to continue the support for all students and targeted population we continue to allocate and implement test preparation strategies, tutoring in grades 3-5 through "Power Hour", Saturday Academy, Extended Day, Instructional Intervention Services, and Inquiry Teams.

SECTION V: ANNUAL SCHOOL GOALS

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

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

SECTION VI: ACTION PLAN

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

Professional Development

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To develop teacher’s expertise in understanding and use of the New Common Core Standards: 100% of our teachers will participate in the unveiling of the common core standards. To set clear expectations, we will design and implement a monitoring system that is aligned with the state common core standards that will yield timely, meaningful and diagnostic results for all teachers.</p> <ul style="list-style-type: none"> • Improved system for teachers to monitor student progress toward proficiency on Key indicators/objectives. • Improved formative assessments in reading will raise standards of achievement on the NYSELA standardized assessments for grades 3-5 • Increased percentage of students showing a year’s reading growth according to the Fountas and Pinnell reading assessment system.
<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>Professional learning: (Curriculum & Instruction)</p> <ul style="list-style-type: none"> • Regular collaborative grade meetings to discuss how individual students can demonstrate proficiency on a specific indicator. This will broaden thinking and develop some consistency in how student performance is assessed. • Refinement and implementation of the CCS Units of Study • Implementation of project-based learning approach. <p>Use of data:</p> <ul style="list-style-type: none"> • Create a template for teachers to align their teaching and assessments to state standards and to use their classroom data to monitor student progress on those standards. • Since the ultimate goal is to have teachers regularly collecting, discussing, and using the data to inform classroom instruction, evidence will be collected every two weeks. The assistant principals as instructional leaders will monitor this ongoing process.

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule
Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.

Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.

Use of Resources:

- Provide high quality P.D. support to all teachers from Aussie 30 days (Title 1, Tax-Levy)
- Provide the time and materials needed to improve literacy instruction. (90 minute workshop and common planning time allocated daily)
- Purchase of reading material to support different forms of writing (magazines, graphic novels etc.) (Title 1, Title III and Tax Levy)

Staff Development

- Consultants and Instructional leaders provide staff with monthly training to ensure effective implementation of curriculum,
- Create the opportunity for rigorous data analysis by teacher, grade and school.

Personal Leadership

- Principal, along with the administrative team, block time to routinely interact, confer with staff and informally observe teaching and learning during instructional and planning time.
- The development and ongoing refinement of a standard-based curriculum map which includes strategies for learning objectives. Use of the developed unit of study is evident in lesson plans and student work.
- Grade specific common planning time embedded in school program.
- Formal and informal observations of teacher practice will demonstrate evidence of the professional learning.
- Grade level teams implement the use of rubric and criteria to discuss student achievements and outcomes.

Indicators of Interim Progress and/or Accomplishment
Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- Teacher data analysis report on individual student progress in reading and writing.
- Student progress report based on 2009-2010 ELA and Math Assessments.
- Regular informal interactions between students and teachers (conferring using the monitoring template)
- Running records: continuous growth as shown by increase of reading level: student self-evaluation checklist; teacher observations.
- Data will be gathered to set specific goals for individuals and small groups. These goals will be monitored and continually challenged.
- Teacher's lessons will reflect use of best literacy practices including the core subjects and technology.
- Teachers will implement changes to their instruction based on what they have learned through professional development
- Students will show progress through improved scores on the state ELA exam.

ELA/Writing Action Research

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the number of teachers participating in inquiry process.</p> <p>By June 2011, 85% SWD students will show an annual progress as measured by the NYS ELA assessment and/or IEP goals as a result of the teacher’s expertise in deepening the writing process and creating everyday writers.</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>As 100% of our teaching staff is engaged in inquiry work, part of this work is to deepen our child study. This will enable us, as a phase 1 school, to carefully look into the individualized program developed to provide students with the needed supports.</p> <p>Professional Learning:</p> <ul style="list-style-type: none"> • Teachers will actively engage in child studies (RTI). They will work collaboratively in setting and monitoring progress and strategies that work (Part of inquiry work) • Teachers will learn how to develop an action plan to support individual goals. <p>Use of Data:</p> <ul style="list-style-type: none"> • The team will collect data and present to the larger community the recommendations and strategies that work for similar students. • Data report and case reviewed every 2-3 weeks. <p>Curriculum & Instruction:</p> <ul style="list-style-type: none"> • Common planning time will provide opportunity to differentiated planning and task specific objectives. • The refinement of the ELA reading and writing units will serve as a guide to the development of specific teaching points
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <p>Staff Development</p> <ul style="list-style-type: none"> • Provide allocations for consultants and training rate for workshops and study groups. • Schedule periods for meeting, conducting research and interventions.

	<p>Personal Leadership</p> <ul style="list-style-type: none"> • Principal, along with the administrative team, are active members • Capacity building: teachers guiding teachers towards best practices.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>As 100% of our teaching staff is engaged in inquiry work, part of this work is to deepen our child study. This will enable us, as a phase 1 school, to carefully look into the individualized program developed to provide students with the needed supports.</p> <p>Instruments of Measure:</p> <ul style="list-style-type: none"> • Student Portfolio demonstrating authentic student work and progress reports • NYS ELA/Math results and findings • Pre-Post assessment report • Student reflection • Child study group reflection • Teacher lesson plans and observations • Quarterly student progress report reveal findings • Teacher documentation and reflection based on differentiated instruction • The inquiry team and the sub-groups will maintain a record of minutes, attendance, case studies, and student work. • The inquiry bulletin board, school-new letter and website.

To expand the 21st Century practice of

Technology in the classroom

Subject/Area (where relevant): _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, 90% of our teaching staff will engage in the use of technology to deliver instruction. Students will be able to produce standard based writing throughout the content areas as measured by the CCS and student work exemplars.</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>Professional Learning:</p> <ul style="list-style-type: none"> • All teachers will participate in the use of Smart boards, Elmos and varies programs such as “Discovery” etc. • A team of four teachers will participate in the Title IID year two P.D and will then turn-key and support the larger community. • The ESL coordinator and the school based technology liaison will present and support the interdisciplinary development of classroom instruction. <p>Use of Data:</p> <ul style="list-style-type: none"> • The student data is use to provide differentiated instruction and small group instruction in addition to curriculum development. <p>Curriculum & Instruction:</p> <ul style="list-style-type: none"> • Define and identify the grade specific indicators to aligned the daily classroom instruction with the CCS. • Classroom teachers will develop content curriculum in a project based approach to enhance collaborative learning and critical thinking in collaboration with the specialty teachers. • <p>Personal Leadership:</p> <ul style="list-style-type: none"> • Administration will participate and monitor PD, planning time and classroom observations
<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>	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <p>Use of Resources:</p> <ul style="list-style-type: none"> • Schedule funds for equipment and tools • Schedule PD in the use of the equipment, tools, and programs • Provide planning time and coverages to support teacher differentiated needs.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Instruments of Measure:</p> <ul style="list-style-type: none"> • Student Portfolio demonstrating authentic student work and progress reports • Baseline, mid-line and end-line writing pieces • On demand writing assessment • NYS ELA/Math results and findings • Pre-Post assessment report • Student reflection • Child study group reflection • Teacher lesson plans and observations

Subject/Area (where relevant): To broaden the enrichment opportunity in grades 3-5 and expand it to K-2.

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Specialty teachers will demonstrate the planning and articulation with classroom teachers to deliver collaboratively project-based learning. Students will perform a variety of task and projects as aligned by the CCS. As a result students will demonstrate academic gains, in reading, math and other content areas as measured by pre-post content assessments.</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>Professional Learning:</p> <ul style="list-style-type: none"> • Specialty teachers will participate in the development and implementation of the refine units of study. Units of study will be design to implement cooperative learning, power point presentation, debates, use of flip camaras etc. Most importantly bringing real world experiences into teaching practices. • Specialty teachers will plan and develop project based objectives in collaboration with classroom teachers • All teachers will continue to participate in the analysis of student work and its protocols. <p>Use of Data:</p> <ul style="list-style-type: none"> • Carefully analyze student data to design individual/group action plan. <p>Curriculum & Instruction:</p> <ul style="list-style-type: none"> • Develop focus differentiated learning objectives. • Carefully ensure the planning and delivery of higher order thinking curriculum using Bloom’s Taxonomy •

<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>	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <p>Use of Resources:</p> <ul style="list-style-type: none"> • Allocate funds for consultants and PD sessions • Allocate funds for student off campus learning (Field learning) <p>Personal Leadership:</p> <ul style="list-style-type: none"> • Build capacity with the school. Lead teachers etc. • Guiding staff to think critically and develop lesson with creativity by aligned to CCS, <p>Staff Development</p> <ul style="list-style-type: none"> • Provide allocations for consultants and training rate for workshops and study groups. <p>Personal Leadership</p> <ul style="list-style-type: none"> • Principal, along with the administrative team, are active members • Capacity building: teachers guiding teachers towards best practices. • Build partnerships between grade and cross discipline areas
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Instruments of Measure:</p> <ul style="list-style-type: none"> • Student Portfolio demonstrating authentic student work and progress reports • Baseline, mid-line and end-line writing pieces • On demand writing assessment • NYS ELA/Math results and findings • Pre-Post assessment report • Student reflection • Curriculum fair • Build partnerships between grade and cross discipline areas

To enhance the math workshop model with math labs

Subject/Area (where relevant): _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, 80% of students will show a year's progress as measured by the NYS Math Assessment and the IEP goals.</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>Students will participate in differentiated small math games groups geared to problem solving and analysis.</p> <p>Professional Learning:</p> <ul style="list-style-type: none"> • Teachers will participate in developing and implementing mathematical games to help students with math concepts and skill • Teachers will collaborate and cooperatively engage students in developing math skills through hand-on experiences. <p>Use of Data:</p> <ul style="list-style-type: none"> • Analyze the 2010 Math findings for individual and group planning based upon the skills analysis • Maintain progress assessments record to ensure goal outcomes • Maintain a math portfolio to demonstrate authentic student progress <p>Curriculum & Instruction:</p> <ul style="list-style-type: none"> • Implement small group cooperative math lab to enhance math concepts and skills • Develop interdisciplinary lessons and projects that enhances math and technology skills
<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>	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <p>Use of Resources:</p> <ul style="list-style-type: none"> • Schedule funds in instruction supplies to purchase materials and resources to support the labs • Allocate and schedule instruction support for the math labs • Schedule planning period for the articulation, analysis and planning of the small math lab groups <p>Personal Leadership:</p> <ul style="list-style-type: none"> • Establish opportunities for teachers to share ideas, practices and skills in the development of math labs <p>Staff Development</p> <ul style="list-style-type: none"> • Provide allocations for consultants and training rate for workshops and study groups.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Instruments of Measure:</p> <ul style="list-style-type: none"> • Student Portfolio demonstrating authentic student work and progress reports • Math journals • Math simulation results and findings • Pre-Post assessment report • Student/ group reflection • Child study group reflection • Teacher plans and observations

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	5	5	N/A	N/A	5		2	
1	6	5	N/A	N/A	5		4	
2	17	15	N/A	N/A	5		4	
3	36	36	N/A	N/A	4		3	
4	26	26	26	26	3		3	
5	35	45	35	35	4		2	
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.).		
	ACADEMIC INTERVENTION SERVICE	METHOD OF DELIVERY	WHEN
ELA:	<p>Guided Reading Focused Strategy</p> <p>ASPIRA</p> <p>Saturday ELA Academy ELA "Power Hour"</p>	<p>Small group K-5 Small group K-5 reinforcement of reading comprehension skills Targeted students in Sp. Ed. And Gen Ed. K-1</p> <p>Grades K-2 Readiness and concept development Grades 3-5 Grades 2-5: Support staff push-in for small group instruction</p>	<p>During day school During day school & after-school</p> <p>After-school Program</p> <p>Saturdays from 9:00-12:00 pm</p> <p>During day school</p>
Mathematics:	<p>Guided Math Navigator</p> <p>ASPIRA</p> <p>Saturday Math Academy Math Clinics</p>	<p>Small group K-5 Small group K-5, reinforcement of basic math skills</p> <p>Grades K-2 Readiness and concept development Grades 3-5 Grades 2-5: Support staff push-in for small group instruction</p>	<p>During day school During day school During day school</p> <p>After-school Program After-School Program</p> <p>After-school Program</p> <p>Saturdays from 9:00-12:00 pm</p> <p>During day school</p>
Science:	Science content is included in ELA AIS services and extended day focus Saturday Science Academy for all 4th grade students		
Social Studies:	Social Studies content is included in ELA services and extended day focus. Unit of study are interdisciplinary		
At-risk Services Provided by the Guidance Counselor:	<p>After-school at risk for students identified</p> <p>ACS – crisis intervention and follow-up on identified students</p> <p>Conflict Resolution during lunch periods</p> <p>Student Leadership Council during lunch periods supported by the Student Advisor</p> <p>Guidance Lessons for selected grades</p>		

	CAPP child abuse prevention program, bully prevention program for selected grades. South Bronx Mental Health Family Counseling Services for identified students and families.		
At-risk Services Provided by the School Psychologist:			
At-risk Services Provided by the Social Worker:	Counseling Crisis Intervention	Individual Individual based on need	During school day and after-school
At-risk Health-related Services:	Educational Assistant- Health	Individual	During school day

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.

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

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

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

Title III plan is described in Sections' II and III below.

Section I. Student and School Information

07x025 Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) K thru 5 Number of Students to be served: LEP 135 Non-LEP

**Number of Teachers 13 Other Staff (Specify) Assistant Principal
School Building Instructional Program/Professional Development Overview**

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

P.S.25 has approximately 135 English language learners enrolled. The school provides these students with the opportunity to learn in a variety of instructional settings including the Bilingual Transitional, the Dual Language, and English as a Second Language programs. The two dual language classrooms are designed to provide enrichment to students learning a second language. The ten bilingual transitional classes are designed to nourish the students' literacy in their native language (Spanish) while transitioning them into English. (Four of the ten bilingual settings are self-contained special education classrooms.)

The English as a Second Language program consists of one self-contained class with a full-time ESL teacher and one ESL teacher who services approximately 30 students in the pull-out/push-in program. The ESL full-time teacher plans with monolingual teachers to ensure curricular alignment. The focus for support is on English language acquisition and comprehension strategies for those students who do not have a native language in common. In the push-in model, the ESL teacher works with ELLs during content area instruction (CALP) in collaboration with regular classroom teachers. The purpose is to provide language acquisition and vocabulary support as it pertains to the content area being taught. One ESL teacher works in collaboration with classroom teachers to develop a plan of instruction in order to service students and meet their linguistic needs.

TITLE III SATURDAY ACADEMY

P.S.25's Title III Saturday Academy program began January 22 and will end on April 30, 2011. The hours of the program are from 9:00am to 12:00pm. The Saturday Academy is designed to increase the students' second language acquisition as they transition from grade to grade. It is also designed to nourish students' literacy in their second language (English). The program is geared to our ELL's in grades 2nd -5th (General & Special

Education) and meets the linguistic needs of the students because it accommodates the different levels of English language proficiency (beginning, intermediate and advanced). The Title III program is also offered to ELLs who have passed the NYSESLAT.

The instructional component consists of 10-12 students in a group. Teachers work with students to differentiate math and literacy instruction to meet the needs of their English proficiency levels. They work with students on an individual basis, in small groups and whole class. The teachers use the SIOP (Lesson Planning Sheltered Instruction) model. In the content area, teachers use inquiry based activities which are planned to scaffold students' thinking and make the connection between previously mastered materials to new ELA and Math concepts.

Our instruction is data driven instruction based on language development within each modality. We use multiple sources of assessment data to determine the linguistic and academic needs of our students. One of our data sources is the analysis of NYSESLAT scores across the four modalities of reading, writing, listening and speaking. We identified patterns where students perform higher on the listening and speaking parts than they do on the reading and writing sections.

The Title III program consists of eight licensed bilingual teachers. The teachers provide the following materials for the students: folders, notebooks, yellow composition paper, books on tape, student writing handbooks, student vocabulary books and miscellaneous writing tools. (Pencils, glue, stencils etc.)

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

Staff Development is based on teacher input specific to ELLs and Bilingual programs. Data is analyzed and used to identify student individual need. Based on these needs, units of study are created and modified, lesson plans are differentiated, and instruction is targeted to student learning modalities. Small groups are created based on assessment in order to support differentiated instruction. Small group work allows teachers to continuously revise, refine and modify instructional practice based on student individual need. By working with teachers continuously and analyzing data from ELL interim/periodic assessments and other assessments throughout the year, we are able to track and monitor the progress of all ELL students in our building. Through professional development and grade meetings targeted to ELLs, teachers learn to identify challenges, strengths, and next steps, in order to design academic intervention groupings and action plans that are specific and geared to differentiation of instruction. Teachers are given a variety of strategies and a variety of themes that will support and enhance all modalities; listening, speaking, reading and writing. Common preps and time allotted with the ESL teacher provide teachers with further support as they discuss strategies and learn methodologies that support best practice. Teachers are also sent out of the building for Professional Development; they are then required to share and turn -key their experience to colleagues. This is done to build capacity and leadership within our school as we work to create a community of learners. Our Transitional Bilingual and Free-Standing ESL programs offer a supporting structure of instructional scaffolding strategies to ensure significant ESL and academic development. ESL classes taught through content area lessons using these instructional scaffolding techniques: Teachers meet regularly with the ESL provider to discuss ESL methodologies as well as strategies they need to implement within their classroom to support the different modalities/proficiencies.

- Modeling
- Bridging
- Contextualization
- Schema building

Professional development is being provided by a licensed certified ESL teacher and Supervisor of ELL's. The targeted teachers for these sessions are the bilingual teachers working in the Saturday program funded through Title III.

We carefully analyze student data and monitor progress. The information drives the focus for teaching practices and differentiated instruction delivery. Teachers are trained to utilize and analyze using the following tools; running records, Acuity, data analysis of standardized test.

- January, Running Records (Spanish and English)
- February, Test simulation in ELA, Math, Science and Social Studies
- March, Standardized Test (NYSESLAT, LAB-R, ELA, Math)
- April, Acuity and summary of all informal and formal assessment.

Parental Involvement

We believe parents play an integral role in their child's learning, opportunities for regular meetings and learning workshops are provided. To increase parental involvement the following services are offered.

- Monthly "First Friday ~Second Cup of Coffee": Parents are provided with strategies to use while reading with their child in class during independent reading time.
- Provide parents with materials and strategies during workshops to support learning at home
- Have bilingual personnel available to ease parents concerns and to facilitate communication with parents
- Family night is provided by the Parent Coordinator who plans activities such as; literacy Bingo, special presentations provided for free through story telling/puppets, movie night and many other activities.
- Special weekend school functions that involve both community and parents such as a Health Carnival provided by the different agencies in the area.
- Provide opportunities for parents to engage in their own personal learning that promotes motivation for all in the household.

The school has extended an invitation to ELL parents to enroll in ESL, GED and Technology classes. These programs have been developed to support parent needs in becoming active members in our school community.

The Parent professional development component will include the following areas:

- Cycle one introduction to computer skills
- ESL beginning level
- GED

Form TIII – A (1)(b)

School: 7x025 **BEDS Code:** 32070001002
Title III LEP Program

School Building Budget Summary

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Supplemental Instruction - Per session	\$13,744.50	275 hours of per session for ESL and Bilingual Ed teachers to support ELL Students: 275 hours x \$49.89 (current teacher per session rate with fringe) = \$13,744.50)
Supplies and materials -Saturday Academy	\$5,937.50	Purchase of student materials such as: Folders, notebooks, yellow composition paper, books on tape, student writing handbooks, student vocabulary books and other tools. (Pencils, glue, stencils etc.)
Parent Involvement -Per session for teacher facilitator -Materials for workshops and classes	\$2,178.00	Provide parents with materials and resources held on the "First Friday ~Second cup of coffee" monthly workshops, Saturday Parent Academy providing, technology skills, literacy and ESL strategies that promote student progress.
Travel		
Other		
TOTAL	\$21,860.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

P.S.25 Data on the Home Language survey done in the year 2009-2010 shows that approximately 87% of parents speak a language other than English at home. The majority of parents speak Spanish at home. Increasingly our families speak Fulani and or French at home. The parents also speak English so we are able to communicate with them.

The principal, assistant principal, secretaries, school aides, guidance counselors, social worker, school psychologist and parent coordinator are y certified bilingual educators or bi-literate personnel. The monthly newsletter, which contains all the upcoming events for the upcoming month is produced in both English and Spanish. All materials presented at workshops for parents are distributed in English and Spanish. Translations of Department of Education materials/documents are downloaded in the available languages from the Department of Education website and provided to parents. Our literacy coach is also bilingual. Parents with any concerns can approach any member of the school community to get clarification or information about the programs, policies or curriculum. Our ESL coordinator meets with parents of bilingual students individually in order to explain the programs available in the school.

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.

A survey is done during registration in the beginning of the school year to assess the amount of parents who are in need of translation services. The survey shows that approximately 87% of parents need oral translations and written translations in Spanish. Through the monthly school newsletter the parents are informed of the need for Spanish translations and the services that will be provided.

A majority of parents are satisfied with the written translation and interpretation of information given to them. All information and notices are translated into Spanish. At a faculty conference staff was reminded that notices they send home should be in the two languages whenever possible and that it must be approved by the principal or assistant principal. Teachers who are not bilingual are informed to ask for assistance in translating information.

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.

Certified bilingual teacher(s) will work preparing the written translations of documents after school hours or by in house staff. Parent volunteers provide translations of all Parent Association meetings. Most materials provided at workshops is translated into Spanish. Department of Education document translations are downloaded from the Official Department of Education website.

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.

Oral interpretations at meetings and workshops are provided by in house staff. If workshops are conducted by non Spanish speaking personnel the Parent Coordinator, Assistant Principal or other school personnel is present to provide translation of the material presented. Parent volunteers provide oral interpretations at PA meetings.

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>.

Most of the non-English speaking parents, speak Spanish. The Bilingual Parent Coordinator and other staff members in the school such as the School Principal and the Assistant Principal are also bilingual and are able to speak in Spanish and provide translations when necessary.

Written translations of documents to be sent home or posted are prepared by a certified bilingual teacher. Our concern is to find someone who speak and write Fulani and or French and can communicate with the new populations of African students and their parents.

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:	459,223	9,515	468,738
2. Enter the anticipated 1% set-aside for Parent Involvement:	4,592	96	4,688
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	22,961	*	
4. Enter the anticipated 10% set-aside for Professional Development:	39,000	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: ___ 100
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.

* 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.

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.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

PS 25 SCHOOL PARENT COMPACT

School Responsibilities

P.S.25 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows: see CEP [Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.]
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child’s achievement. Specifically, those conferences will be held: as per Department of Ed calendar. [Describe when the parent-teacher conferences will be held.]
3. Provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows: Three report cards a year, a progress report between report 2 and 3, and 2 -3 written reports as to results on interim tests.

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: During parent-teacher conferences, on request during the school day or by appointment before or after school.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: 1. Parents of Pre-K student may volunteer in classroom on a short term basis on approval of school administrator. 2. Parents of K-3 may volunteer in classroom on a short term basis on approval by classroom teacher and school administrator 3. Parents of K-5 may observe classroom upon request after meeting with the classroom teacher and upon approval of classroom teacher and school administrator. [Describe when and how parents may volunteer, participate, and observe classroom activities.]
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

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

- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K-2 and 30 minutes for grades 3-5).
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate at school activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
 - Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the School Leadership Team or other or policy groups.
1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
 2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.

PS 25 implements the following systems and structures that support student learning in all areas:

- a. Academic Intervention Service in small group
- a. after-school program
- b. Saturday Academy
- c. high quality teachers
- d. differentiated instruction
- e. challenging curriculum, programs & initiatives
- f. summer school

3. Instruction by highly qualified staff.

100% of our teachers are highly qualified. All teachers are provided with an array of learning opportunities to maintain and accelerate best practices. Teacher records and qualifications are reviewed to determine certification status of staff. All efforts are made to ensure that all teachers are certified teachers. The UFT works closely with teachers who have not reached permanent certification to determine the road to achievement. The school's personnel secretary keeps provisional teachers informed as to examination dates, requirements and status.

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.

All planned professional development will reflect the National Professional Development Standards and include the following:

- Professional development based on research based strategies and methodologies which address Common Core Standards
- A focus on academic performance in the identified area of mathematics, literacy and all core subjects
- Delivery of professional development by highly qualified personnel
- Professional development that is intense and sustained rather than episodic
- Differentiated professional development for emerging, applying and integrating teachers
- Professional development is delivered in a variety of ways: Co-teaching, hands-on training, and lab-site
- Opportunities to visit other schools in order to observe classroom management, balanced literacy, language arts, bilingual education and other curriculum areas.
- Teachers will be able to report and share findings based on these visitations.

Professional development will include the project-based learning, writing process approach and differentiated instruction in all content areas. Teachers to continue to work together to develop plans using the curriculum development stages which includes, Purpose and rationale: Standard based research, learning objectives, student outcomes and assessment.

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

Job fairs conducted by the Department of Education will be attended by the principal for the recruitment of qualified teachers.

Principal will invited prospective teachers to the school for a second interview and lesson demonstration.

School secretary will articulate with teachers as to certification status and individual areas of deficit

Network with colleges and universities in order to appeal to certified candidates

Recruit interns from colleges and universities to complete internships in the school and apply for future positions.

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

- Hold monthly "First Friday ~ Second Cup of Coffee": Parents are provided with strategies to use while reading with the child in class during independent reading time.
- Provide parents with materials and strategies during workshops to be use at home with children
- Have bilingual personnel available to ease concerns of parents and facilitate communication with parents
- Send monthly Newsletter Home (provided in English and Spanish) with ideas on what you can do at home to encourage learning.
- Parent Coordinator provides outreach to families to in order to encourage involvement in the school.
- Hold parent conferences in the evening and Saturday to encourage working families to attend school functions.

- Provide opportunities for parents to engage in their own personal learning that promotes motivation for all in the household.

1. 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.

Parents:

- Pre-Kindergarten parents have opportunity to visit kindergarten classrooms and visit other areas of school where children will have access to when in kindergarten on Pre-K/K visitation day
- Gain awareness of school activities through school newsletter and class newsletters which highlight curriculum covered in class
- Parents have an opportunity to visit typical classroom of grades K-5 during First Friday-Second Cup of Coffee activity. Parents will be able to participate in reading or doing math with their child.
- Parents receive school-wide and grade specific goal and benchmarks which increases elementary school expectations.

Teachers:

- Pre – K teacher participate in early childhood planning & grade conferences to articulate on expectations for the next grade.
 - Teachers participate in curriculum development in order to prepare and share information based on school goals.
2. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Teachers in grades K-5, meet monthly to discuss progress of students in academic areas of reading and math as well as other academic areas. When assessment information is made available teachers discuss progress of grade, areas that need reinforcement or intervention and then use this information to plan for driving instruction. Tools as the Acuity reports, predictive assessments and simulations provide a lens to differentiated instruction. The principal, assistant principal, literacy coaches and AIS personnel in literacy and math as well as other personnel involved in academic intervention services meet with classroom teachers to discuss how information can be used and progress of individual students. An integral part of this process is derived by the inquiry team and the sub-team. This will guide cohesiveness in our learning community.

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

In late August and early September classroom teachers and supportive staff already have access to student performance data and have an opportunity to discuss early intervention plans. Targeted populations are identified and a plan of action is developed. Students experiencing difficulties are able to participate in a wide variety of academic services in order to improve academic achievement. These services include : 37 ½ minutes of additional instruction daily, reading intervention program and math intervention programs during the school day, participation in the ESL for ELLs, at risk Resource Room, Guidance Services, after school programs in reading ,math, ESL,

alternative strategies for improving behavior, and Saturday Academy for grades 3-5, and ELLs. Students in need to accelerate advanced levels are engaged in project-based instruction, enrichment clubs and after-school extra-curricular activities.

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

Federal funds, state and local resources are consolidated to support the instructional program. They are used to provide for the following:

- Provide high quality professional development in all sub areas. (Early childhood, ELL, Sp. Ed and Enrichment)
- Dedicated time for teacher support in analyzing student data.
- Provide time for teachers to meet to plan instructional themes and strategies
- Fund Reading and ESL specialist for student instruction
- Enrichment program in grades 3-5
- Materials to support instruction – Including but not limited to class libraries (English and Spanish) math tools, Science materials, Social Studies materials, update of technology, computer software etc
- Parental involvement activities
- Materials to be used by parents with their children at home
- Middle school fairs & Career/College Day

1. Coordinate with and support the regular educational program;

- a. Teachers meet by grade to plan units of study and collaborate using the different strategies that support all students.
- b. All students receive the same standard-based curriculum and is delivered based on IEP and individualized student needs.

2. Provide instruction by highly qualified teachers;

- Job fairs conducted by the Department of Education will be attended by the principal for the recruitment of qualified teachers.
 - Principal to invited prospective teachers to the school for interview and model a lesson.
 - School secretary will articulate with teachers as to certification status and individual areas of deficit
 - Network with colleges and universities in order to appeal to certified candidates
 - Recruit interns from colleges and universities to complete internships in the school and apply for future positions.

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

All planned professional development will reflect the National Professional Development Standards and include the following:

- Instructional team meets once a month to assess PD needs and upcoming requirements, trends, success of strategies on improving student performance to determine how best to address future professional development opportunities.

- Professional development based on research based strategies and methodologies which address state and city performance standards
- A focus on academic performance in the identified area of mathematics instruction and literacy
- Delivery of professional development by highly qualified personnel
- Professional development that is intense and sustained rather than episodic
- Differentiated professional development for experienced and new teachers
- Use of a variety in delivering professional development – including opportunities to observe best practices ,to reflect, provide feedback, practice and refine own teaching practices.
- Opportunities to visit other schools in order to observe classroom management, balanced literacy, language arts, bilingual education and other curriculum areas.
- Teacher share and reflect on findings based on these inter and intra-visitations

4. Provide strategies to increase parental involvement; and

- Hold workshops every month dealing with academic areas, - literacy, math, including all programs available in the school.
- Provide parents who attend workshops with materials they can use at home with children
- Have bilingual personnel available to ease concerns of parents and facilitate communication with parents
- Send school newsletter Home (in English and Spanish) with ideas on what you can do at home to encourage learning.
- Parent Coordinator to provide outreach to families to in order to encourage involvement in the school.
- Hold parent conferences in the evening and Saturday to encourage working families to attend school functions.
- Monthly school calendar shows grade level unit of study and workshops offered.

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

Federal funds, state and local resources are consolidated to support the instructional program. They are used to provide for the following:

- Provide high quality professional development in all core subject and practices.
- Teachers to participate in implementation of balanced literacy approach and curriculum development
- Provide time for teachers to meet to plan instructional themes and strategies
- Fund Reading and ESL specialist for student instruction
- Materials to support instruction – Including but not limited to class libraries (English and Spanish) math tools, Science materials, Social Studies materials, update of technology, computer software etc
- Parental involvement activities
- Materials for use by parents with their children at home

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

Explanation/Background:

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

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

6. Use program resources to help participating children meet the State standards.
7. Ensure that planning for students served under this program is incorporated into existing school planning.

Weekly and monthly planning periods provide opportunities for:

- a. Project Based planning using interdisciplinary content
 - b. Using ESL strategies for all learners
 - c. Classroom management techniques
 - d. Using the Everyday Math program
 - e. Classroom visitation and lab-sites
 - f. Common planning periods for special education classes
 - g. Common preparation periods for grades K-5 in order to address grade concerns and for analyzing data and student work.
 - h. Inquiry teams and study groups
8. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours; Use the push in model to create an integrated, differentiated, small group attention.

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

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

NCLB/SED Status: CA2 Holding Pattern **SURR³ Phase/Group (If applicable):** _____

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

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

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

2. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

In ELA, students with disabilities and economically disadvantages did not meet the AYP. The school found a variety of factors caused this, the included:

- i. Number of years in our English Language school system. The majority of LEP students are those with disabilities and have only been in our school system a short while. It will take them a few more years to master the English language before they can perform at required levels on standardized exams.

- ii. Teachers new to the grade who were not proficient in incorporating ESL strategies in daily lessons and addressing the individualized special education goals.
 - iii. Not using assessment data effectively in designing targeting lessons for LEPs students and students with disabilities.
 - iv. Not using assessment data effectively in providing differentiated instruction for LEP students and students with disabilities.
3. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

In order to support improved achievement in ELA for the identified sub-group, the focused intervention will be provided by:

- a) Analyzing data to identify, plan and address students needs
 - b) Assure that students with disabilities and LEP students are receiving all services they are entitled to receive.
4. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

PS 25 will conduct quarterly reports to provide parents with the progress monitoring for class, grade and overall school wide. Parents will also receive progress reports that are written in both English and Spanish. During our monthly parent meetings time is allocated to inform, guide and provide parents with the up to date information and strategies to support student academic achievement.

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

We currently have seven students in temporary housing.

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

The STH receive the following services:

Extended day instruction
Academic Intervention,
Counseling
Saturday Academy
Enrichment program
SES
ASPIRA after-school tutoring and homework help.

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)

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
2. Please describe the services you are planning to provide to the STH population.

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.

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 025 Bilingual School					
District:	7	DBN:	07X025	School		320700010025

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	32	32	30		90.9	93.3	92.4
Kindergarten	53	63	72				
Grade 1	50	63	47	Student Stability - % of Enrollment:			
Grade 2	62	53	51	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	62	51	47		88.5	92.1	87.6
Grade 4	54	50	37	Poverty Rate - % of Enrollment:			
Grade 5	48	48	50	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 6	0	0	0		92.5	99.4	100.0
Grade 7	0	0	0	Students in Temporary Housing - Total Number:			
Grade 8	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 9	0	0	0		7	20	19
Grade 10	0	0	0	Recent Immigrants - Total Number:			
Grade 11	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Grade 12	0	0	0		20	12	27
Ungraded	0	1	16				
Total	361	361	350				

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	39	50	55	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	1	0	0
Number all others	21	14	22				

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<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	121	108	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	84	5	TBD	Early College HS Program Participants	0	0	0

Number of Staff - Includes all full-time staff:							
<i>(As of October 31)</i>	2007-08	2008-09	2009-10				
# receiving ESL services only	22	1	TBD	Number of Teachers	43	38	33
# ELLs with IEPs	2	46	TBD	Number of Administrators and Other Professionals	11	10	8
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	3	3	7

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
	2	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	96.8
				% more than 2 years teaching in this school	60.5	73.7	90.9
				% more than 5 years teaching anywhere	67.4	73.7	87.9
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	86.0	89.0	93.9
American Indian or Alaska Native	0.3	0.3	0.0	% core classes taught by "highly qualified" teachers	64.5	97.1	100.0
Black or African American	11.1	10.0	7.7				
Hispanic or Latino	86.7	87.0	91.4				
Asian or Native Hawaiian/Other Pacific	0.6	0.0	0.0				
White	0.6	0.3	0.9				
Male	47.9	49.0	48.6				
Female	52.1	51.0	51.4				

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,					
-----------------------------	--	---------	--	--	--	--	--

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	v	v		-	-		
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-	-				
Multiracial	-	-					
Students with Disabilities	-	-	-	-	-		
Limited English Proficient	v	v	-	-	-		
Economically Disadvantaged	v	v		-	-		
Student groups making	4	4	1	0	0		

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:				NR	
Overall Score:	90.6	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	8.9	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	13.4	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	60						
<i>(Comprises 60% of the</i>							
Additional Credit:	8.3						

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 18 Cluster 607	District 07	School Number 025	School Name Bilingual School
Principal Carmen Toledo		Assistant Principal María Bonano	
Coach		Coach	
Teacher/Subject Area Mr. Reiff-ESL		Guidance Counselor	
Teacher/Subject Area		Parent	
Teacher/Subject Area		Parent Coordinator Dorothy Gutierrez	
Related Service Provider		Other J.Garcia ESL 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	13	Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions	5	Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	351	Total Number of ELLs	146	ELLs as Share of Total Student Population (%)	41.60%
------------------------------------	------------	----------------------	------------	---	---------------

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 P.S. 25 Language Allocation Policy Committee (LAP) is composed of the Principal, the administrator in charge of ESL, Dual Language, Transitional Bilingual Program, and the English as a Second Language service provider. The ESL Coordinator ensures that parents are kept well informed of the different programs our school offers. The Parent Coordinator helps parents with paper work and any questions they might have as far as support for their children. A classroom teacher, representing Bilingual classrooms is also part of the team, in order to walk parents through the learning process in a Bilingual Program. Each person has offered to be part of the committee in order to ensure that our English Language Learners receive the highest quality of instructional services and that parents are supported.

In order for our English language learners to meet high standards, it is imperative that they have access to a coherent program that ensures their engagement in rigorous academic activities that

promote conceptual and linguistic development. At Public School 25 the total number of students is 351, which includes 146 English Language Learners of different cultural and language backgrounds, in grades kindergarten through fifth, of these approximately 90% are of Spanish speaking background, the remaining 10% speak a variety of languages such as: Fulani, French, and Garifuna. These students are being serviced in Dual Language (Spanish/English) classrooms, Transitional Bilingual (Spanish) classrooms, or through a Free-Standing ESL push in programs.

In an effort to ensure that parents are well aware of the different program and choices available at P.S. 25. The Bilingual Coordinator/ESL Teacher in collaboration with the Parent Coordinator, administrators and teachers, conduct Parent Orientation sessions throughout the school year. The sessions are offered at different times of the day to accommodate working parents. At these sessions, parents are once again informed about specific programs and/or are given an Entitlement letter, Parent Home Language Survey forms, and Program Selection Forms. Prior to these information sessions, parents are required to view the New York City Language Program video, this video informs parents about the instructional programs available to English Language Learners. Once the student is entitled, the Bilingual Coordinator in collaboration with the Parent Coordinator, administrators, and teachers distribute and discuss the ELL Parent brochure. Parents are provided with brochures in English and/or with translated materials if they speak a language other than English. Parents are encouraged to complete the form at the school in order to ensure their child receives entitled services as soon as possible. As a follow-up, we call parents informing them of their child's entitlement to ELL services and invite them to a Parent Orientation session. This information is sent via postal mail to the parents whom we have been unable to reach via the telephone. They are then given the opportunity to meet with the ESL service provider to discuss concerns, questions, or issues they may have concerning the programs described to them on the video viewed during the orientation session. Parents of students who are entitled based on NYSESLAT results will be given a Continued Entitlement Letter. In addition, parents of students who scored at or above proficiency on the LAB-R will be given a Non Entitlement Letter. Parents of students who scored at or above proficiency level on NYSESLAT will be given a Non Entitlement/Transition Letter.

PS 25 also informs parents of the academic expectations, school-wide goals for all content areas, as well as the units of study that are done monthly for math and literacy, assessments specifically the NYSESLAT and ways they can support their child during the school year. Our goal is to collect the completed Parent Survey form and to ensure that entitlement letters are completed and filled out accurately and left in the school. Our main objective is to educate parents on how to choose the best program based on student needs.

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.

	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	22	8	21	25	15	0								91
Dual Language (50%:50%)	2					11								13
Freestanding ESL														
Self-Contained														0
Push-In		5	10	16	0	6								37
Total	24	13	31	41	15	17	0	0	0	0	0	0	0	141

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	146	Newcomers (ELLs receiving service 0-3 years)	73	Special Education	50
SIFE	1	ELLs receiving service 4-6 years	15	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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	73	1	50	16	0	10	2	0	2	91
Dual Language	7	0	0	6	0	0	0	0	0	13
ESL	16	0	3	0	0	0	0	0	0	16
Total	96	1	53	22	0	10	2	0	2	120

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	22	8	21	25	15	0								91
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

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
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2	1	0	3	0	0								6
TOTAL	2	3	5	6	3	0	19							

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 strongly believe that students acquire literacy most effectively through the language most familiar to them. Therefore, our Transitional Bilingual Program is designed so that our students develop comprehension and conceptual skills in their native language as they learn English in a risk free environment. The program includes an ESL component intended to develop skills in speaking, listening, reading and writing through the content area, in order to develop and enhance communication skills. Our Dual Language program, integrates ELLs with native English speakers so that all students are able to develop second language communication skills as they learn content area in both languages; the native language component is integrated throughout the day in an effort to continuously support communication skills in Spanish, while cultivating and developing an appreciation for history and culture. In addition, our school offers a freestanding ESL program, students in this program receive all instruction in English.

ELL students in the Freestanding ESL Program who reach proficiency level on the NYSESLAT, are then transferred to a monolingual program with transitional support as mandated.

Our main objective is to provide grade level academic content to develop conceptual understanding and comprehension strategies that will prepare ELLs to become critical thinkers, problem solvers and in turn be able to communicate and perform academically in two languages. The number of instructional units that an ESL student receives is determined by student proficiency levels, (as determined by LAB-R or NYSESLAT scores). These services are provided through two different instructional models intended to develop skills in reading, writing, listening and speaking with an emphasis on language acquisition. The ESL program also offers advanced and proficient students the

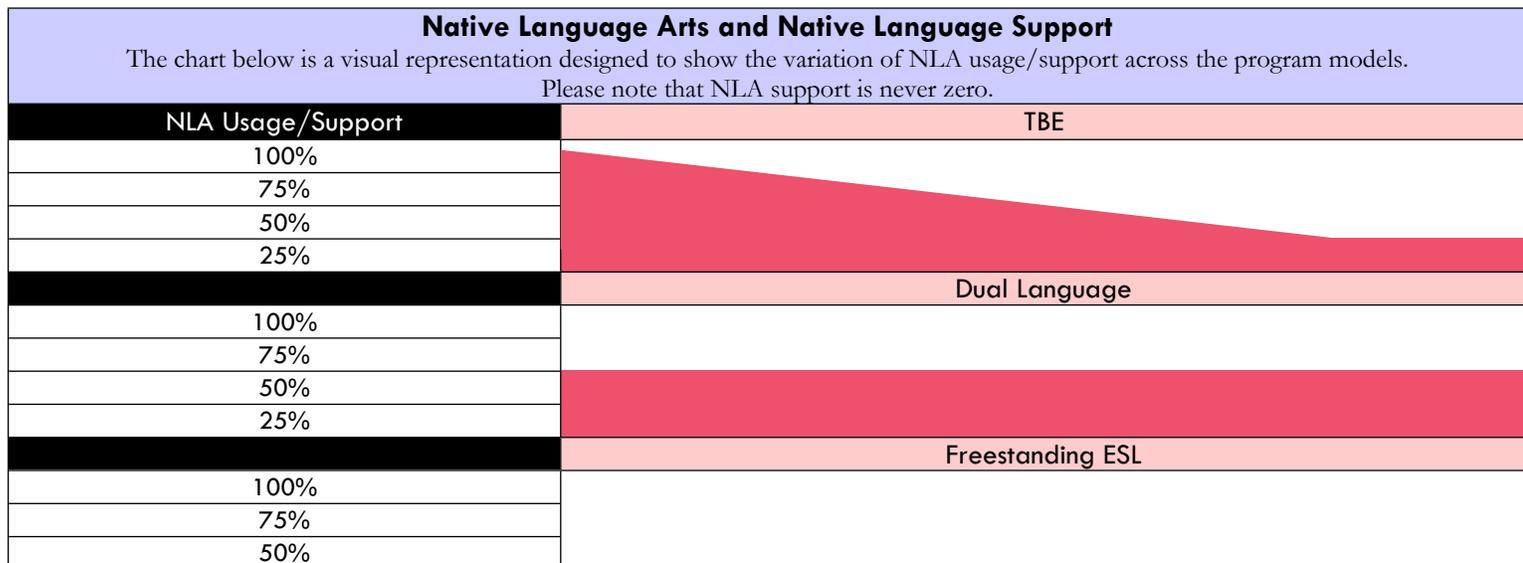
opportunity to obtain the additional academic content language they need and ensures curricular alignment, so that they meet/and or exceed New York State CORE Standards. ESL providers meet regularly with all Bilingual teachers to articulate and provide appropriate instructional ESL methodologies and strategies that support teacher instructional needs as well as those of their students. These sessions provide teachers with hands on content based tasks and activities that develop oral language, critical thinking, reading, writing, listening and speaking skills which all our students benefit from. We have an ESL Freestanding program/ Push-in model. We have one ESL provider who services approximately 20 students in the Free-standing program and 60 students in the push in program. He plans with monolingual teachers and supports Bilingual teachers to ensure curricular alignment. The focus is on English language acquisition and comprehension strategies for those students who do not have a native language in common. In the push-in model the ESL teacher works with Ells during content area instruction (CALP) in collaboration with regular classroom teachers to provide language acquisition and vocabulary support as it pertains to the content area being taught. The ESL Coordinator and provider work in collaboration with classroom teachers to develop a plan of instruction to service the students and meet their linguistic needs.

Program Goals:

- Provide academic content area instruction in English using ESL methodologies, modalities and strategies that support comprehension skills through an array of hands on based lessons.
- To assist students to achieve the state-designed level of English proficiency for their grade.
- To help Ells meet and/or exceed New York State CORE/ESL Standards as measured by interim assessments, teacher created assessments and/or city and state standardized assessment.

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



25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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?

As our students reach proficiency level in English Language Acquisition, additional support is provided to classroom teachers through Professional Development facilitated by the ESL Coordinator/Teacher, with special attention being given to those Ell' s who will be taking city and state exams for the first time. This is done by ensuring that teachers have common planning time in order to incorporate test sophistication into the workshop model, in conjunction with intensive academic intervention. Dual Language teachers provide small group instruction using interactive writing and guided writing; students learn to develop ideas, discuss their ideas with peers and then publish using the writing process and grade appropriate units of study. Teachers use mentor and touchstone text challenging students to question and discuss author's purpose while emulating author's craft. Transitional Bilingual and Special Education classes have been provided with a technology based program, "Imagine Learning" that differentiates based on student need and ability. It provides teachers with benchmarks for small group instruction, where teachers can then address student need through small group strategy lessons and guided reading/ individual student-teacher conferences. Bilingual IEP students are seen in small targeted strategy groups by the IEP and Resource room teacher; all levels of language and reading are targeted, The IEP teacher and the resource room teacher work collaboratively with teachers to identify students who will be taking the ELA assessment and support them in the areas targeted through data analysis, once student needs are identified lessons are geared to strategic target skill lesson in reading and writing. "Liberty Learning LAB," provides intervention through a technology based program to small groups of students, as well as one to one tutoring in all content areas for grades K-5. Students follow a personalized plan to close gaps and achieve success through the use of hands on learning that support and incorporate all learning modalities such as, oral language development, listening, speaking, reading and writing in all content areas. Liberty Learning LAB also, offers home based tutoring if the parent chooses this option.

Long term Ells and Special Education students receive intensive support in our after school programs such as, "ASPIRA," an enrichment program that engages and motivates students by exposing them to real life learning experiences through literacy and the arts always reinforcing listening, speaking, reading and writing skills. Students in the Aspira program are also given one on one support in completing

their homework because many times parents of Ells are unable to offer support at home. Ells are also supported through the school mandated "Literacy Saturday Academy," where emphasis is on vocabulary development, reading comprehension, building reading stamina and targeting skills and strategies through test sophistication, on a 10:1 student-teacher ratio.

Based on the six BESIS categories (reading, writing, speaking, at risk student's , students with IEPs' and hold over's); we offer the following intervention services; in grades 3-5 teachers provide AIS services through small group instruction in reading, through targeted strategy lessons and guided reading. In special education classrooms, the IEP teacher takes small groups of students to support in either reading, writing and math, or based on the specific targeted goals on student Individualized Education Plan (IEP). In grades K-2 small group strategy lessons, as well as guided reading that focus on reading comprehension and offer students individual support in a risk free environment. Running records are done every four to six weeks or based on student level to track student progress. Hold over's in grades 3-5 and SIFE students are part of small group instruction where guided reading is done daily and targets specific skills. Students read independently using leveled text, and teachers confer with them to understand their individual reading needs. These students also work with an AIS provider to ensure that they are progressing. The AIS provider does running records every 6-8 weeks in order to record student progress. A targeted language program based on need and ability is provided to our SIFE student population, where content area providers collaborate and create action plans based on assessment to enrich and support the individual needs of all SIFE students.

C. Schools with Dual Language Programs

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

The Dual language/Bilingual Special Education classes are transitional/enrichment programs. These programs are designed to increase students' second language acquisition. They are also designed to nourish literacy in their native language (Spanish). The antecedent is reflected through the weekly class schedule in which the language of instruction for each content area to be delivered is shown. The schedule is implemented as prescribed in order to enhance the Literacy/Social Studies content areas through Character Education and thematic learning which supports development in the native language as well as second language.

D. Professional Development and Support for School Staff

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

Staff Development is based on teacher input specific to Ells and Bilingual programs. Data is analyzed and used to identify student individual need. Based on these needs units of study are created and modified, lesson plans are differentiated, and instruction is targeted to student learning modalities. Small groups are created based on assessment in order to support differentiated instruction. Small group work allows teachers to continuously revise, refine and modify instructional practice based on student individual need. By working with teachers continuously and analyzing data from Ell interim/periodic assessments and other assessments throughout the year, we are able to track and monitor the progress of all Ell students in our building. Through professional development and grade meetings targeted to Ell's, teachers learn to identify challenges, strengths, and next steps, in order to design academic intervention groupings and action plans that are specific and geared to differentiation of instruction. Teachers are given a variety of strategies and a variety of themes that will support and enhance all modalities; listening, speaking, reading and writing. Common preps and time allotted with the ESL teacher provide teachers with further support as they discuss strategies and learn methodologies that support best practice. Teachers are also sent out of the building for Professional Development; they are then required to share and turn -key their experience to colleagues. This is done to build capacity and leadership within our school as we work to create a community of learners.

Our Transitional Bilingual and Free-Standing ESL programs offer a supporting structure of instructional scaffolding strategies to ensure significant ESL and academic development. ESL classes taught through content area lessons using these instructional scaffolding techniques: Teachers meet regularly with the ESL provider to discuss ESL methodologies as well as strategies they need to implement within their classroom to support the different modalities/proficiencies.

- Modeling
- Bridging
- Contextualization
- Schema building
- Text Re- presentation

- Meta-cognition
- Questioning

To further enhance the growth of ELLs in literacy, our teachers follow a monthly calendar clearly guiding the student’s focus in reading and writing, this is complemented by our “Skill in Focus” guide that provides the weekly skill to develop learning of literacy process skills and strategies. The focus categories include main idea, identifying details, comparing and contrasting, brainstorming, previewing, predicting outcomes, characterization, author’s purpose, context clues, multiple meaning words and summarizing. The “Skill in Focus” is not only implemented by classroom teachers, it is also reinforced and used by cluster push in teachers who offer support during Readers Workshop using comprehension strategies and specific process skills. This model is also used during ETS time, where students are given the opportunity to engage in oral discourse through read-alouds that support authentic accountable book talk which enhance oral language and listening development. During ETS time classroom teachers work on small group strategy lessons or guided reading groups to target specific skills and work on comprehension. Students are walked through and taught to use the writing process to produce standard bearing unit pieces as they follow the steps within the writing process. They learn to develop as writers, use rubrics to support their work and most of all they learn to write for many different purposes using a variety of genres. In addition, we also provide the following literacy-based enrichment professional development in the following areas:

- Book of the Month-Literature Circles
- Media
- Technology/Science

We firmly believe that all children can learn regardless of place of origin and language, we also believe that they can meet or exceed standards. Always keeping that vision in mind, our language acquisition programs will provide efficient, effective, rigorous, and comprehensive pedagogical structure and processes that will ensure that all ELL students develop the interpersonal communication skills and cognitive academic language necessary to succeed.

E. Parental Involvement

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

Because parents play an integral role in their child’s learning, opportunities for regular meetings and learning workshops are provided. To increase parental involvement the following services are offered.

- Monthly “First Friday~Second Cup of Coffee”: Parents are provided with strategies to use while reading with their child in class during independent reading time.
- Provide parents with materials and strategies during workshops to support learning at home
- Have bilingual personnel available to ease parents concerns and to facilitate communication with parents
- Family night is provided by the Parent Coordinator who plans activities such as; literacy Bingo, special presentations provided for free through story telling/puppets, movie night and many other activities.
- Special weekend school functions that involve both community and parents such as a Health Carnival provided by the different agencies in the area.
- Provide opportunities for parents to engage in their own personal learning that promotes motivation for all in the household.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	14	1	1	3	0	4								23
Intermediate(I)	0	0	1	1	0	0								2
Advanced (A)	4	0	0	0	0	0								4

Total	18	1	2	4	0	4	0	0	0	0	0	0	0	29
-------	----	---	---	---	---	---	---	---	---	---	---	---	---	----

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	3	0	2	3	2	4							
	I	0	4	7	4	1	0							
	A	0	4	9	14	4	4							
	P	0	2	0	9	10	7							
READING/ WRITING	B	3	7	6	7	5	1							
	I	0	2	9	16	3	6							
	A	0	1	7	7	9	4							
	P	0	0	1	0	0	0							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	4	3	1	10
4	4	3	0	0	7
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed	8	2	1	0	11

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	4		8		3		0		15
4	3		6		1		3		13
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed	7		2		1		0		10

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0		1		4		3		8
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed	1		3						4

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	5		2		10		4		21
8									0
NYSAA Bilingual Spe Ed	6		2		2		0		10

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	3	9	11	4				

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

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

An analysis of NYSESLAT scores across the four modalities of reading, writing, listening and speaking, identify patterns where students perform higher on the listening and speaking parts than they do on the reading and writing sections. Teachers in grades K-5 also use Fountas and Pinnell and Bee-Bop Spanish running record periodic assessment in order to identify student independent/instructional reading levels. The quantitative data results are then used to support individual student need/small group instruction, as well as teacher planning and instructional practice.

The linguistic needs being met to accommodate the different levels of English language proficiency such as beginning, intermediate and advanced are the following:

- Beginning and intermediate students receive 360 minutes weekly of ESL instruction using ESL methodologies
- The advanced students receive a minimum of 180 minutes in ESL instruction using ESL methodologies.

Data analysis and breakdown of content area state exam scores show that students in grades four and five performed well in most of the targeted areas in state assessments. DUAL language students are assessed through teacher made assessment based on the monthly units of study. Teachers use theme based learning to support both language experiences. We found that in the NYSESLAT our ELL students still needed support in the areas of reading comprehension and writing and units of study are specifically geared to these needs. Our focus for these students is to create action plans based on student need in order to offer an array of hands on-teacher facilitated experiences that will develop and strengthen not only reading and writing, but oral language as well. Through the use of book clubs, rigorous independent reading as well as read-alouds where teachers engage students in, accountable talk rigorous book discussions using open ended questions based on Blooms Taxonomy higher order critical thinking in both English and Spanish.

Assessment data will be used to support and drive instruction that is differentiated into individual student proficiency levels in either language.

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.

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.

- Parents have an opportunity to visit typical classroom of grades K-5 during First Friday-Second Cup of Coffee activity. Parents will be able to participate in reading or doing math with their child.
- Parents receive school-wide and grade specific goal and benchmarks which increases elementary school expectations.
- Pre-Kindergarten parents have opportunity to visit kindergarten classrooms and visit other areas of school where children will have access to when in kindergarten on Pre-K/K visitation day

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		



P.S. 25
The Bilingual School
 “A Caring Place to Teach, Learn and Grow”

811 East 149th Street, Bronx, New York 10455 ♦ Tel 718-292-2995 ♦ Fax 718-292-2997

Carmen V. Toledo
 Principal

Emilia Acabeo-Troche
 Assistant Principal

Maria Bonano-Rivera
 Assistant Principal

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

07x025

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:	459,223	9,515	468,738
2. Enter the anticipated 1% set-aside for Parent Involvement:	4,592		4,592
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	22,961	*	
4. Enter the anticipated 10% set-aside for Professional Development:	45,922	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%

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.

* 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.

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.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

PS 25 SCHOOL PARENT COMPACT

School Responsibilities

P.S.25 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: see CEP [Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.]
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: as per Department of Ed calendar. [Describe when the parent-teacher conferences will be held.]
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Three report cards a year, a progress report between report 2 and 3, and 2 -3 written reports as to results on interim tests.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: During parent-teacher conferences, on request during the school day or by appointment before or after school.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: 1. Parents of Pre-K student may volunteer in classroom on a short term basis on approval of school administrator. 2. Parents of K-3 may volunteer in classroom on a short term basis on approval by classroom teacher and school administrator 3. Parents of K-5 may observe classroom upon request after meeting with the classroom teacher and upon approval of classroom teacher and school administrator. [Describe when and how parents may volunteer, participate, and observe classroom activities.]
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

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

- Provide a quiet time and place for homework and monitor TV viewing.
 - Read to my child or encourage my child to read every day (20 minutes K-2 and 30 minutes for grades 3-5).
 - Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
 - Regularly monitor my child's progress in school.
 - Participate at school activities such as school decision making, volunteering and/or attending parent-teacher conferences.
 - Communicate the importance of education and learning to my child.
 - Respect the school, staff, students, and families.
 - Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
 - Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the School Leadership Team or other or policy groups.
1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
 2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - **Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.**
 - **Help provide an enriched and accelerated curriculum.**
 - **Meet the educational needs of historically underserved populations.**
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.

PS 25 implements the following systems and structures that support student learning in all areas:

- a. Academic Intervention Service in small group
- b. after-school program
- c. Saturday Academy
- d. high quality teachers
- e. differentiated instruction
- f. challenging curriculum, programs & initiatives
- g. summer school

3. Instruction by highly qualified staff.

100% of our teachers are highly qualified. All teachers are provided with an array of learning opportunities to maintain and accelerate best practices. Teacher records and qualifications are reviewed to determine certification status of staff. All efforts are made to ensure that all teachers are certified teachers. The UFT works closely with teachers who have not reached permanent certification to determine the road to achievement. The school's personnel secretary keeps provisional teachers informed as to examination dates, requirements and status.

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.

All planned professional development will reflect the National Professional Development Standards and include the following:

- Professional development based on research based strategies and methodologies which address Common Core Standards
- A focus on academic performance in the identified area of mathematics, literacy and all core subjects
- Delivery of professional development by highly qualified personnel
- Professional development that is intense and sustained rather than episodic
- Differentiated professional development for emerging, applying and integrating teachers
- Professional development is delivered in a variety of ways: Co-teaching, hands-on training, and lab-site
- Opportunities to visit other schools in order to observe classroom management, balanced literacy, language arts, bilingual education and other curriculum areas.
- Teachers will be able to report and share findings based on these visitations.

Professional development will include the project-based learning, writing process approach and differentiated instruction in all content areas. Teachers to continue to work together to develop plans using the curriculum development stages which includes, Purpose and rational: Standard based research, learning objectives, student outcomes and assessment.

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

Job fairs conducted by the Department of Education will be attended by the principal for the recruitment of qualified teachers.

Principal will invited prospective teachers to the school for a second interview and lesson demonstration.
 School secretary will articulate with teachers as to certification status and individual areas of deficit
 Network with colleges and universities in order to appeal to certified candidates
 Recruit interns from colleges and universities to complete internships in the school and apply for future positions.

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

- Hold monthly “First Friday ~ Second Cup of Coffee”: Parents are provided with strategies to use while reading with the child in class during independent reading time.
- Provide parents with materials and strategies during workshops to be use at home with children
- Have bilingual personnel available to ease concerns of parents and facilitate communication with parents
- Send monthly Newsletter Home (provided in English and Spanish) with ideas on what you can do at home to encourage learning.
- Parent Coordinator provides outreach to families to in order to encourage involvement in the school.
- Hold parent conferences in the evening and Saturday to encourage working families to attend school functions.
- Provide opportunities for parents to engage in their own personal learning that promotes motivation for all in the household.

1. 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.

Parents:

- Pre-Kindergarten parents have opportunity to visit kindergarten classrooms and visit other areas of school where children will have access to when in kindergarten on Pre-K/K visitation day
- Gain awareness of school activities through school newsletter and class newsletters which highlight curriculum covered in class
- Parents have an opportunity to visit typical classroom of grades K-5 during First Friday-Second Cup of Coffee activity. Parents will be able to participate in reading or doing math with their child.
- Parents receive school-wide and grade specific goal and benchmarks which increases elementary school expectations.

Teachers:

- Pre – K teacher participate in early childhood planning & grade conferences to articulate on expectations for the next grade.
- Teachers participate in curriculum development in order to prepare and share information based on school goals.

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

Teachers in grades K-5, meet monthly to discuss progress of students in academic areas of reading and math as well as other academic areas. When assessment information is made available teachers discuss progress of grade, areas that need reinforcement or intervention

and then use this information to plan for driving instruction. Tools as the Acuity reports, predictive assessments and simulations provide a lens to differentiated instruction. The principal, assistant principal, literacy coaches and AIS personnel in literacy and math as well as other personnel involved in academic intervention services meet with classroom teachers to discuss how information can be used and progress of individual students. An integral part of this process is derived by the inquiry team and the sub-team. This will guide cohesiveness in our learning community.

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

In late August and early September classroom teachers and supportive staff already have access to student performance data and have an opportunity to discuss early intervention plans. Targeted populations are identified and a plan of action is developed. Students experiencing difficulties are able to participate in a wide variety of academic services in order to improve academic achievement. These services include : 37 ½ minutes of additional instruction daily, reading intervention program and math intervention programs during the school day, participation in the ESL for ELLs, at risk Resource Room, Guidance Services, after school programs in reading ,math, ESL, alternative strategies for improving behavior, and Saturday Academy for grades 3-5, and ELLs. Students in need to accelerate advanced levels are engaged in project-based instruction, enrichment clubs and after-school extra-curricular activities.

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

Federal funds, state and local resources are consolidated to support the instructional program. They are used to provide for the following:

- Provide high quality professional development in all sub areas. (Early childhood, ELL, Sp. Ed and Enrichment)
- Dedicated time for teacher support in analyzing student data.
- Provide time for teachers to meet to plan instructional themes and strategies
- Fund Reading and ESL specialist for student instruction
- Enrichment program in grades 3-5
- Materials to support instruction – Including but not limited to class libraries (English and Spanish) math tools, Science materials, Social Studies materials, update of technology, computer software etc
- Parental involvement activities
- Materials to be used by parents with their children at home
- Middle school fairs & Career/College Day

1. Coordinate with and support the regular educational program;

- a. Teachers meet by grade to plan units of study and collaborate using the different strategies that support all students.
- b. All students receive the same standard-based curriculum and is delivered based on IEP and individualized student needs.

2. Provide instruction by highly qualified teachers;
 - Job fairs conducted by the Department of Education will be attended by the principal for the recruitment of qualified teachers.
 - Principal to invited prospective teachers to the school for interview and model a lesson.
 - School secretary will articulate with teachers as to certification status and individual areas of deficit
 - Network with colleges and universities in order to appeal to certified candidates
 - Recruit interns from colleges and universities to complete internships in the school and apply for future positions.
3. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

All planned professional development will reflect the National Professional Development Standards and include the following:

- Instructional team meets once a month to assess PD needs and upcoming requirements, trends, success of strategies on improving student performance to determine how best to address future professional development opportunities.
 - Professional development based on research based strategies and methodologies which address state and city performance standards
 - A focus on academic performance in the identified area of mathematics instruction and literacy
 - Delivery of professional development by highly qualified personnel
 - Professional development that is intense and sustained rather than episodic
 - Differentiated professional development for experienced and new teachers
 - Use of a variety in delivering professional development – including opportunities to observe best practices ,to reflect, provide feedback, practice and refine own teaching practices.
 - Opportunities to visit other schools in order to observe classroom management, balanced literacy, language arts, bilingual education and other curriculum areas.
 - Teacher share and reflect on findings based on these inter and intra-visitations
4. Provide strategies to increase parental involvement; and
 - Hold workshops every month dealing with academic areas, - literacy, math, including all programs available in the school.
 - Provide parents who attend workshops with materials they can use at home with children
 - Have bilingual personnel available to ease concerns of parents and facilitate communication with parents
 - Send school newsletter Home (in English and Spanish) with ideas on what you can do at home to encourage learning.
 - Parent Coordinator to provide outreach to families to in order to encourage involvement in the school.
 - Hold parent conferences in the evening and Saturday to encourage working families to attend school functions.
 - Monthly school calendar shows grade level unit of study and workshops offered.
 5. Coordinate and integrate Federal, State and local services and programs.

Federal funds, state and local resources are consolidated to support the instructional program. They are used to provide for the following:

- Provide high quality professional development in all core subject and practices.
- Teachers to participate in implementation of balanced literacy approach and curriculum development
- Provide time for teachers to meet to plan instructional themes and strategies
- Fund Reading and ESL specialist for student instruction
- Materials to support instruction – Including but not limited to class libraries (English and Spanish) math tools, Science materials, Social Studies materials, update of technology, computer software etc
- Parental involvement activities
- Materials for use by parents with their children at home

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

Explanation/Background:

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

¹ **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.

² **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.

		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X			385,748	X	P.13-25
Title I, Part A (ARRA)	Federal	X			9,420	X	P.13-25
Title II, Part A	Federal	X			24,051	X	P.13-25
Title III, Part A	Federal	N/A					
Title IV	Federal	N/A					
IDEA	Federal	X			177,926	X	P.13-25
Tax Levy	Local	X			1,828,014	X	P.13-25

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS