



**JOSEPH P. ADDABBO
P.S. 64
2009-10
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 27Q064
ADDRESS: 82-01 101ST AVENUE QUEENS, NY 11416
TELEPHONE: 718-845-8290
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: PS 64Q SCHOOL NAME: Joseph P. Addabbo

SCHOOL ADDRESS: 82-01 101st Avenue Queens, NY 11416

SCHOOL TELEPHONE: 718-845-8290 FAX: 718-848-0052

SCHOOL CONTACT PERSON: Laura Kaiser EMAIL ADDRESS: lkaiser@schools.nyc.gov

POSITION/TITLE PRINCIPAL **PRINT/TYPE NAME** LAURA KAISER

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Karen Camhi

PRINCIPAL: Laura Kaiser

UFT CHAPTER LEADER: Kathy Glaser

PARENTS' ASSOCIATION PRESIDENT: _____

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 27 SSO NAME: Knowledge Network

SSO NETWORK LEADER: Dr. Kathleen Lavin

SUPERINTENDENT: Michele Lloyd-Bey

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
Laura Kaiser	*Principal or Designee	
Kathy Glaser	*UFT Chapter Chairperson or Designee	
Rameeza Narine	*PA/PTA President or Designated Co-President	
Wendy Vaquer	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	
Karen Camhi	Member/ Teacher	
Linda Pellechi	Member/Teacher	
Ilene Woda	Member/Teacher	
Shazada Matin	Member/Parent	
Aysha Haq	Member/Parent	
Asma Akter	Member/Parent	
	Member/	

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

* Core (mandatory) SLT members.

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.

The Joseph P. Addabbo School is a neighborhood community school with 694 students in Kindergarten through grade Five. General, Special Education and ESL work together successfully to ensure the academic needs are met. Twenty-two percent of our students are English Language Learners, which is higher than citywide statistics. Our students come from culturally diverse backgrounds with eighty-two percent of our students Title I eligible. The percentage of ELL and Title I funded students has increased over recent years.

PS 64 has chosen Columbia University's Teacher's College Periodic Assessments in Reading instead of Harcourt's periodic ITA reading assessments. We are currently the only school in District 27 to administer Teacher's College periodic assessments in reading. Teachers College Reading and Writing Assessments reinforced and strengthened our strong Balanced Literacy instruction. The benchmarks are aligned and help administrators, teachers, students and parents to analyze and assess students' progress and growth in concepts about print, word and letter identification, phonemic awareness, decoding, miscue analysis and Fountas and Pinnell reading comprehension levels. Benchmarks are administered formally three times a year in Kindergarten to Grade 5. Three times a year teachers submit to the administration benchmark assessment results of each child in their class. The administration is able to use this data to determine progress of individual students, classes, grade level and entire school.

In addition to using the Teacher's College assessments, teachers in Grades 2-5 have been trained and are implementing the methodology, approaches and techniques of the Writing Process. Teachers of Grades 2-5 follow the writing process calendar from Columbia University Teacher's College Units of Study. Writing instruction is determined from the Writing Units of Study books. Ongoing Professional Development around the Units of Study professional books is used to deepen the teachers understanding and effective implementation of the Writing Process. Targeted mini-lessons and daily individual writing conferences with students enable teachers to differentiate instruction to best meet the needs of their students.

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:	PS 64			
District:	27	DBN #:	27Q064	School BEDS Code #: 342700010064

DEMOGRAPHICS									
Grades Served in 2008-09:	<input 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)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K					93.8	94.0	94.0		
Kindergarten	0	0	0						
Grade 1	97	100	84						
Student Stability: % of Enrollment									
Grade 2	109	105	123	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	113	114	109		13.7	14.1	13.9		
Grade 4	144	119	114						
Grade 5	105	141	125						
Poverty Rate: % of Enrollment									
Grade 6				(As of October 31)	2006-07	2007-08	2008-09		
Grade 7					76.1	69.6	69.6		
Grade 8									
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2006-07	2007-08	2008-09		
Grade 11					1	1	3		
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2006-07	2007-08	2008-09		
Total	696	691	694		3	5	3		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
Number in Self-Contained Classes	0	0	0						
No. in Collaborative Team Teaching (CTT) Classes	10	11	11	Principal Suspensions	3	2	1		
Number all others	0	0	0	Superintendent Suspensions	2	5	1		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number			
(As of October 31)				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants			
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants			
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	135	157	153	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	1	0	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	45	47	46
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	7	8	9
(As of October 31)	2006-07	2007-08	2008-09		4	5	6
Kindergarten	36	10	10				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	% fully licensed & permanently assigned to this school	100	100	100
American Indian or Alaska Native	1.4	0.4	0.3	Percent more than two years teaching in this school	82.2	85.1	100
Black or African American	7.0	8.3	7.0	Percent more than five years teaching anywhere	71.1	72.3	97
Hispanic or Latino	46.5	47.6	47.8				
Asian or Native Hawaiian/Other Pacific Isl.	40.5	40.2	42.3	Percent Masters Degree or higher	93.0	94.0	100
White	4.6	3.4	2.8	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	92.3	80.4	97
Multi-racial	0	0	0				
Male	50.2	50.6	52.0				
Female	49.8	49.4	48.0				

2008-09 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input 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	<input type="checkbox"/> Corrective Action – Year 2	<input type="checkbox"/> Restructured – Year ____
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.		
Individual	Elementary/Middle Level- X	Secondary Level

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Subject/Area Ratings	ELA:	IGS	ELA:	
	Math:	IGS	Math:	
	Science:	IGS	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	5	5	4			

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:	Well Developed
Overall Score	88.5	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Well Developed
School Environment (Comprises 15% of the Overall Score)	11.4	Quality Statement 2: Plan and Set Goals	Well Developed
School Performance (Comprises 30% of the Overall Score)	21.3	Quality Statement 3: Align Instructional Strategy to Goals	Well Developed
Student Progress (Comprises 55% of the Overall Score)	49.8	Quality Statement 4: Align Capacity Building to Goals	Well Developed
Additional Credit	6.0	Quality Statement 5: Monitor and Revise	Well Developed

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?
-

The Joseph P. Addabbo School is a neighborhood community school with 694 students in Kindergarten through grade Five. General, Special Education and ESL work together successfully to ensure the academic needs are met. Twenty-two percent of our students are English Language Learners, which is higher than citywide statistics. Our students come from culturally diverse backgrounds with eighty-two percent of our students Title I eligible. The percentage of ELL and Title I funded students has increased over recent years.

Some of PS 64 greatest accomplishments over the last couple of years have been the use and implementation of Columbia University's Teacher's College Periodic Assessments. PS 64 has chosen Columbia University's Teacher's College Periodic Assessments in Reading instead of Harcourt's periodic ITA reading assessments. We are currently the only school in District 27 to administer Teacher's College periodic assessments in reading. Teachers College Reading and Writing Assessments reinforced and strengthened our strong Balanced Literacy instruction. The benchmarks are aligned and help administrators, teachers, students and parents to analyze and assess students' progress and growth in concepts about print, word and letter identification, phonemic awareness, decoding, miscue analysis and Fountas and Pinnell reading comprehension levels. Benchmarks are administered formally three times a year in Kindergarten to Grade 5. Three times a year teachers submit to the administration benchmark assessment results of each child in their class. The administration is able to use this data to determine progress of individual students, classes, grade level and entire school.

In addition to using the Teacher's College assessments, teachers in Grades 2-5 have been trained and are implementing the methodology, approaches and techniques of the Writing Process. Teachers of Grades 2-5 follow the writing process calendar from Columbia University Teacher's College Units of Study. Writing instruction is determined from the Writing Units of Study books. Ongoing Professional Development around the Units of Study professional books is used to deepen the teachers understanding and effective implementation of the Writing Process. Targeted mini-lessons and daily individual writing conferences with students enable teachers to differentiate instruction to best meet the needs of their students.

- Implementation of Teachers College Reading and Writing Benchmark Assessments (TCWRP) in Kindergarten-Grade 5
- Implementation of Teachers College Writing Process in Grades 2-5
- Development and implementation of new Reading, Writing and Math Portfolios
- Implementation of Foundations Program in Kindergarten, Grade 1 and Grade 2
- Core Knowledge implementation in Kindergarten and First Grade
- Students in Grades 3 and 5 receive instruction in the learning and playing of the recorder
- Grade 5 performs in a recorder concert at Carnegie Hall

- Increase in the amount of school trips to broaden and enhance students knowledge base
- Ballroom Dancing Program
- Weekly Parent Workshops
- Weekly English classes for Parents

The Joseph P. Addabbo School prides itself on being a family in which teachers and administrators openly communicate to discuss the social and academic progress of our students. Teachers have been using the data they gather to drive their standards based instruction more so than in previous years. Grouping has become more flexible and modified with teacher assessment. Teachers use data that they analyze to differentiate instruction for their students.

Ongoing challenges include:

Supporting and meeting the needs of a growing ELL population

Keeping class size small due to lack of space

Significant aids include:

Strong academic intervention support staff enables us to target the needs of struggling students

SECTION V: ANNUAL SCHOOL GOALS

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

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

- 1) By June 2010, 23 % (20 out of 88) level 2 students will demonstrate proficiency in writing by achieving a level 3 or higher as measured against a grade specific standards based writing rubric:
 - a. Our classroom teachers as well as our AIS teachers will be accountable.
 - b. We will analyze the February and March Predictive exams and ELA Day results to determine how the students are progressing.
 - c. We will reach this goal by June 2010 when the students are tested and receive a Level 2 or higher.
- 2) By June 2010, 70% of our grade one through grade five students (407 out of 581) will improve literacy skills based on the TCRWP benchmarks which are collected and analyzed 3 times a year.
 - a. Our classroom teachers, AIS teachers, and F-status staff will be accountable.
 - b. We will review students benchmarking assessment results from September through June to determine how the students are progressing.
 - c. By June 2010, our students will move two or more Fountas & Pinnell levels.
- 3) By June 2010, there will be an increase in student progress toward achieving state standards as measured by a 6% increase in students scoring level 3 and 4 on the New York State English Language Arts Exam.
 - a. Our classroom teachers as well as our AIS teachers will be accountable.
 - b. We will analyze the February and March Predictive exams and ELA Day results to determine how the students are progressing.
 - c. By June 2010, our students will move from a Level 2 to a Level 3 and Level 4's will increase proficiency.
- 4) By June 2010, our English Language Learners will demonstrate progress toward achieving state standards as measured by a 6% increase in students scoring at level 3 and 4 on the New York State English Language Arts Exam.
 - a. Our classroom teachers as well as our ESL teachers will be accountable.
 - b. We will analyze the February and March Predictive exams and ELA Day results to determine how the students are progressing.
 - c. By June 2010, our English Language Learners will move from a Level 2 to a Level 3 or higher on the NYS ELA exam.
- 5) By June 2010, students receiving special education services will demonstrate progress toward achieving state standards as measured by a 6% increase in students scoring a level 2 or higher on the New York State English Language Arts Exam.
 - a. Our classroom teachers as well as our Special Education Teachers and IEP Teachers will be accountable.

- b. We will analyze the February and March Predictive exams and ELA Day results to determine how the students are progressing.
- c. By June 2010, our students receiving special education services will move from a Level 1 to a Level 2 or higher on the NYS ELA exam.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Grade 3- 5 ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>1) By June 2010, 23 % (20 out of 88) level 2 students will demonstrate proficiency in writing by achieving a level 3 or higher as measured against a grade specific standards based writing rubric:</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Classroom teachers as well as AIS teachers will be responsible for students meeting goal. • AIS services, SETSS, Speech • AIS block for small group learning sessions • Differentiated classroom instruction to meet the learning needs of all students • Extended Day and Afterschool sessions available for students in need • A data driven approach is used to improve student performance using multiple measures to identify and address student weaknesses and target areas for growth on a continuous basis. • Goal will be met by June 2010
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Fair Student Funding • C4E – reduced class size – Grade 4 • Tax Levy Classroom Teachers at average salary • Afterschool per session at contractual rate
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • November Predictive exams and ELA Day results (Mastery=70%) • December Predictive exams and ELA Day results (Mastery=70%) • Periodic review of student portfolios will allow teachers to track student progress • Student results are Level 2 and higher

Subject/Area (where relevant): Literacy in Grade 1 – Grade 5

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>2) By June 2010, 70% of our grade one through grade five students (407 out of 581) will improve literacy skills measured by Monitoring TCRWP benchmarks that are collected three times a year</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Classroom teachers as well as AIS teachers will be responsible for students meeting goal. • Daily implementation of Guided Reading and Writer’s Workshop • Staff-development in small group reading instruction • After school and extended day available to students in need • A data driven approach is used to improve student performance using multiple measures to identify and address student weaknesses and target areas for growth on a continuous basis. • By June 2010, our students will move two or more Fountas & Pinnell levels.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Fair Student Funding • Tax Levy Classroom Teachers at average salary • After school per session at contractual rate
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Review of TCRWP benchmarks assessments results in: <ul style="list-style-type: none"> ○ November ○ March ○ May

Grade 3- 5 ELA – Level 3 & Level 4

Subject/Area (where relevant):

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>3) By June 2010, there will be an increase in student progress toward achieving state standards as measured by a 6% increase in students scoring level 3 and 4 on the New York State English Language Arts Exam.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Classroom teachers as well as AIS teachers will be responsible for students meeting goal • AIS Services • Staff development for guided reading and critical thinking skills • Extended day and Afterschool programs utilizing test sophistication books • A data driven approach is used to improve student performance using multiple measures to identify and address student weaknesses and target areas for growth on a continuous basis. • Modifying the curriculum to targeting skills needed for success on the NYS ELA exam • Goal will be met by June 2010
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Fair Student Funding • Tax Levy Classroom Teachers at average salary
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • November Predictive exams and ELA Day results (Mastery=70%) • December Predictive exams and ELA Day results (Mastery=70%) • Periodic review of student portfolios will allow teachers to track student progress • TCRWP benchmarking

Subject/Area (where relevant): English Language Learners

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>4) By June 2010, our English Language Learners will demonstrate progress toward achieving state standards as measured by a 6% increase in students scoring at level 3 and 4 on the New York State English Language Arts Exam.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Classroom teachers as well as ESL teachers will be responsible for students meeting goal. • 4 ESL teachers will work with small groups of ELL students for one or two periods a day, based on student needs and state regulations. • Test Prep for NYSESLAT and NYS ELA exam • AIS block providing additional small-group instruction for at-risk and beginning ELLs • Modified classroom instruction to meet the needs of ELLs; scaffolding to meet ELL learning needs • Utilizing interim assessments for differentiated instruction • A data driven approach is used to improve student performance using multiple measures to identify and address student weaknesses and target areas for growth on a continuous basis. • Language Allocation Policy team to monitor the progress of ELLs • Parent ESL classes to help the parents assist their children • Goal will be met by June 2010
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Tax Levy Classroom Teachers at average salary • Fair Student Funding: 4 ESL teachers at average salary plus fringe (%) <ul style="list-style-type: none"> ○ Supplemental Materials
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • November Predictive exams and ELA Day results (Mastery=70%) • December Predictive exams and ELA Day results (Mastery=70%) • We will have an increase in the number of English Language Learners who obtain a Level 3 or higher

Subject/Area (where relevant): Students Receiving Special Education Services

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>5) By June 2010, students receiving special education services will demonstrate progress toward achieving state standards as measured by a 6% increase in students scoring a level 2 or higher on the New York State English Language Arts Exam.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Classroom teachers, Special Education Teachers, and IEP Teachers will be responsible for students meeting goal. • Staff development for team teaching, cooperative learning, learning styles, adapting curriculum for special education 12:1 self-contained • AIS Services: SETSS, Speech • Daily AIS block for small-group learning sessions • Differentiated classroom instruction to meet the learning needs of students receiving special education services • Afterschool and extended day available for students in need • Goal will be met by June 2010
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Fair Student Funding: SETSS at average salary plus fringe (%) • Special needs: 3 Classroom Special Education Teachers • 2 Speech teachers at average salary plus fringe (%) • Supplemental Materials
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • November Predictive exams and ELA Day results (Mastery=70%) • December Predictive exams and ELA Day results (Mastery=70%) • We will have an increase in the number of students receiving special education services who obtain a Level 2 or higher on the NYS ELA exam

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	30	30	N/A	N/A	4	0	0	0
1	30	30	N/A	N/A	3	0	0	2
2	50	50	N/A	N/A	6	0	0	4
3	100	100	N/A	N/A	8	0	0	10
4	100	100	56	25	10	0	0	2
5	100	100	45	62	14	0	0	5
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	All students at performance Levels 1 and 2 will attend both the extended day program from September to June. Students at Level 1 and 2 in Grades 3, 4 and 5 will receive academic invention in Wilson. Wilson is done in a small group of 5 students during the school day and extended day on Monday and Tuesdays. Students in Grades K, 1 and 2 will receive AIS services in Foundations. Foundations Double Dose teachers work with AIS students during the school day in a small group of 5 students for 45 minutes, 5 days a week. Extended Day- small groups of 5-10 students, after school, two days a week for 75 minutes each day.
Mathematics:	All students on performance Levels 1 and 2 will attend the extended day program from September to June. Extended Day- small groups of 5-10 students, after school, two days a week for 75 minutes each day.
Science:	All students on performance Levels 1 and 2 will attend the extended day program from September to June. Extended Day- small groups of 10 students, after school, two days a week for 75 minutes each day.
Social Studies:	All students on performance Levels 1 and 2 will attend the extended day program from September to June. Extended Day- small groups of 10 students, after school, two days a week for 75 minutes each day.
At-risk Services Provided by the Guidance Counselor:	Counseling –small group and one on one during the day
At-risk Services Provided by the School Psychologist:	N/A
At-risk Services Provided by the Social Worker:	N/A
At-risk Health-related Services:	Speech- small group and one on one- during the day. P/T- small group and one on one- during the day. O/T- small group and one on one- during the day. APE- small group and one on one- during the 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 (2009-2010) LAP narrative to this CEP.

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-5 Number of Students to be Served: 153 LEP Non-LEP

Number of Teachers 4 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

P.S. 64 Language Allocation Plan

What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)?

All parents of new public school enrollees in New York City are required to complete a Home Language Identification Survey (HLIS). This survey helps the school system identify students who may have limited English language proficiency. Once potential ELLs are identified, they are administered the revised Language Assessment Battery (LAB-R) test within ten days of

enrollment. The LAB-R results determine whether students are entitled to bilingual/ESL programs and services. School administrators use the LAB-R data to inform instructional programs and initial language allocations. The LAP team of PS 64 consists of four ESL certified teachers, Ms. Falco, Ms. Cueto, Ms. Goldstein, Ms. Keutmann, our Parent Coordinator, the Data Specialist, the Assistant Principal and the Principal reviews the HLIS and the LAB-R results to determine the programs and services for each eligible student.

P.S 64 has orientations for parents or guardians of newly enrolled ELLs to inform them of the different ELL programs that are available. In orientations, parents have the opportunity to receive materials about ELL programs in their home language, and to ask questions about ELL services (with assistance from a translator, if necessary). At the end of each orientation, school staff collects the Parent Survey and Program Selection Form, which indicates the program that parents are requesting for their child. At P.S 64 orientations are held several times throughout the year.

After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices which parents have requested? (Please provide numbers.)

After reviewing the Parent Survey and Program Selection forms for the past few years, 100% of the parents with ELL students selected the Free Standing ESL program. According to the most recent parent survey given in 2008-2009, 153 parents selected the Free Standing ESL program. The LAP team consists of the four full time certified ESL teachers, Ms. Falco, Ms. Cueto, Ms. Goldstein, Ms. Keutmann the Assistant Principal, Nina Auster and the Principal, Ms. Kaiser, PC and Data specialist review the parent choice forms for patterns and trends. If the growing trend of parents begins to request the TBE model we would first need to consider the overcrowding and space constraints at PS 64. If a classroom was to come available (we are currently at 150% capacity) in order to implement the TBE we must would need a minimum of 25 students at one grade level requesting the same language in order to implement the TBE program.

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.

Yes, the program model offered at PS 64 does align with the parent requests. All parents of students entitled to ELL services have requested the Free Standing ESL model.

What is revealed by the data patterns across proficiency levels and grades?

The data patterns across proficiency and grade levels indicates that ELL students are performing better in speaking and listening than in reading and writing.

How will patterns across the four modalities, listening, speaking, reading, and writing, affect instructional decisions?

In order to increase student performance in reading and writing we have purchased books on tape and additional listening centers for the ELL students. Individual tape players are used by ESL student so that they listen and read along with a book level that is on their instructional level. Small homogenous groups in reading and writing enable teachers to differentiate instruction. All books in guided and independent reading are leveled to provide for differentiation of instruction. Readers Theatre is used as a literacy center. ELL students practice reading, speaking and listening skills through Readers Theatre.

Examine student results. What are the patterns across proficiencies and grades?

Of the 16 third grade ELL students that took 3^d grade ELA in 2008-2009, 0 students scored level 1, 7 students scored Level 2 and 9 students scored Level 3. The data indicates that most ELL students currently in fourth grade are on grade level in reading according to the ELA. All ELL students in Third Grade attend the extended day and after school programs to provide additional instruction in reading. By attending both these programs, ELL students received an additional 5 hours of instruction weekly.

Of the 20 fourth grade ELL students that took 4th grade ELA in 2008-2009, 0 students scored level 1, 7 students scored Level 2 and 13 students scored Level 3. The data indicates that most ELL students currently in fifth grade are at grade level proficiency in reading according to the ELA. All ELL students in Fifth Grade will attend the extended day and after school programs to provide additional instruction in reading. By attending both these programs, ELL students will receive an additional 5 hours of instruction weekly.

Of the 15 fifth grade ELL students that took 5th grade ELA in 2008-2009, 1 student scored level 1, 5 students scored Level 2 and 9 students scored Level 3. The data indicates that most ELL students in fifth grade were at grade level proficiency in reading according to the ELA. All ELL students in Fifth Grade attended the extended day and after school programs which provided additional instruction in reading. By attending both these programs, ELL students received an additional 5 hours of instruction weekly.

Of the 23 third grade ELL students that took 3rd grade State Math Exam in 2008-2009, no students scored level 1, 3 students scored Level 2 and 18 students scored Level 3 and 2 students scored at Level 4. The data indicates that most ELL students currently in fourth grade are at or above proficiency in math according to the State Math Exam. All ELL students in Fourth Grade will attend the extended day and after school programs to provide additional instruction in math. By attending both these programs, ELL students will receive an additional 5 hours of instruction weekly.

Of the 26 fourth grade ELL students that took 4th grade State Math Exam in 2008-2009, no students scored level 1, 2 students scored Level 2 and 22 students scored Level 3 and 4 students scored at Level 4. The data indicates that most ELL students currently in fourth grade are at or above proficiency in math according to the State Math Exam. All ELL students in Fourth Grade will attend the extended day and after school programs to provide additional instruction in math. By attending both these programs, ELL students will receive an additional 5 hours of instruction weekly.

Of the 19 fifth grade ELL students that took 5th grade State Math Exam in 2008-2009, 1 students scored level 1, 2 students scored Level 2 and 16 students scored Level 3. The data indicates that most ELL students in fifth grade were at or above proficiency in math according to the State Math Exam. All ELL students in Fifth Grade attended the extended day and after school programs which provided additional instruction in math. By attending both these programs, ELL students received an additional 5 hours of instruction weekly.

Describe how the school leadership and teachers are using the results of the ELL Interim Assessments.
P.S. 64 has opted out of having our ELL students participate in the ELL Interim Assessments in 2008-2009.

What is the school learning about ELLs from the Interim Assessments? How is the Native Language used?
PS 64 is not using the ELL Interim Assessments in 2008-2009.

How is instruction delivered? What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
P.S. 64 implements the Freestanding English as a Second Language (ESL) Model of Instruction.

Students in freestanding ESL programs receive all instruction in English with native language support. The number of ESL instructional units that a student receives is regulated by New York State CR Part 154 regulations and determined by student English-proficiency levels (as determined by the LAB-R or NYSESLAT scores).

The ESL instructional program model includes "push-in" teaching.

There are a total of 153 ELL students receiving mandated services from four ESL teachers.

ELL students are placed in the several classrooms at each grade level in order to receive ELL services with minimal pull out.

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]?

The PS 64 Free Standing ESL program homogeneously groups students in their classrooms. Students are placed in these classes according to their mandated minutes of ESL instruction.

Beginners and Intermediate students are placed in the same classes and receive 360 minutes of ELL instruction

Advanced students are placed in the same classes and receive 180 minutes of ELL instruction.

ELL students are placed in the same classroom at each grade level in order to receive ELL services with minimal pull out. This enables ESL teachers to push into classroom in order to service the ELL students.

The number of classrooms containing ELL students per grade level are:

Kindergarten- 3

First Grade-4

Second Grade-3

Third Grade- 2

Fourth Grade-2

Fifth Grade-2

What instructional approaches and methods are used to make content comprehensible and enrich language development?

P.S. 64 operates a freestanding ESL program for its Limited English Proficient (LEP) students in each of its grades K - 5. As of the writing of the 2009-2010

Language Allocation Policy (LAP), the school had 153 LEP students out of a total school population of 694. The language of instruction is English, although the native language of the student may at times also be used informally to assist newcomers in their adjustment to the school. LEP students are served, as per CR Part 154 regulations, a minimum 180 or 360 minutes per week, according to ability level. Ability level is determined by the spring NYSESLAT exam, if available, or according to LAB-R score. In most cases LEP students are served well in excess of the required minutes. The program is in operation the entire length of the school year. In the fall, students are grouped according to ability level (Beginning/Intermediate or Advanced) in classes, which also contain non-LEP students. ESL teachers push in to the classes for the required number of minutes. P.S. 64's four ESL teachers are fully certified by the State to teach ESL. The school schedules ESL teachers to push in at some point during the three-period Balanced Literacy Program literacy block. This is not always possible due to scheduling constraints. It has been found that push in during the Literacy Block is particularly helpful to allow for more personalized and differentiated instruction. Regardless of the subject that is taught during push in, this model enables LEP students to remain in grade-level content-area instruction. They are being supported by ESL teachers who work closely with the classroom teacher utilizing appropriate ESL methodologies. Some of the methodologies employed are: CALLA, Sheltered Instruction Observation Protocol (SIOP), extensive scaffolding, and connections to prior knowledge. Pictures, visuals, manipulatives, modulation of teacher's speech patterns and Total Physical Response (TPR) techniques are utilized. Required tasks are divided into many easier stages. Expected results are modeled by teachers and other students. LEP students are then able to progress toward completing grade level work. At the same time, the ESL teacher provides one on-one and small group support. LEP students are able to take risks in the four modalities and gain increased practice in conversational skills in a less threatening and more comfortable environment. For both push in and pull out LEP students, a wide variety of ESL instructional materials, such as Foundations in Grades K-2, the Rigby ESL guided reading series, Attanasio & Associates "Getting Ready for the NYSESLAT" test preparation booklets, and grade-level ESL series by Scott Foresman, are utilized by ESL teachers. For newcomer ELLs and struggling ELLs who require additional help, the following additional programs and services are available: ESL teachers' schedules are organized so that, in addition to the periods mandated by CR Part 154, several periods are available during the week to pull out new-beginner and struggling ELL's. Specific instruction in phonics and beginning reading skills are emphasized. To date, the "Foundations" and selected other phonics materials have been utilized. The 150 minute AIS extended day program provides an

additional opportunity for struggling LEP students. At P.S. 64, the AIS program is for 75 minutes after the regular school day, two days per week. Small groups of no more than 10 students are serviced by either their regular classroom teacher or an ESL teacher. In the 2008-2009 academic year, it is hoped that the average size of the groups will be 5 students, in order to target those most in need. In addition ELL students also attend an after school program two days a week for an additional 150 minutes of reading, writing and math instruction. Both the extended day and after school programs reinforce the reading, writing, speaking and listening English language acquisition skills.

All programs for ELLs adhere to the Children First Initiative's uniform curriculum. The ESL programs use a balanced approach to literacy, including high-quality instructional practices that facilitate academic excellence for ELLs. Also, ELL programs adhere to state standards, including New York State Learning Standards for all curriculum areas. Each program has an English as a Second Language (ESL) instruction component based on the New York State ESL Standards and aligned to the ELA standards. ELLs in the advanced level of English proficiency also receive ELA instruction.

How does your school assure that the mandated number of instructional minutes is provided according to proficiency levels in each program model

Students are homogeneously placed in these classes according to their mandated minutes of ESL instruction. Beginners and Intermediate students are placed in the same classes and receive 360 minutes of ELL instruction. Advanced students are placed in the same classes and receive 180 minutes of ELL instruction. ELL students are placed in the same classroom at each grade level in order to receive ELL services with minimal pull out. This enables ESL teachers to push into classrooms in order to service the ELL students.

The numbers of classrooms containing homogeneously grouped ELL students' per grade level are:

Kindergarten- 3

First Grade-3

Second Grade-2

Third Grade- 2

Fourth Grade-2

Fifth Grade-2

Each Certified ESL teacher services ELL students within one or two grade levels.

Marla Goldstein- Kindergarten ELLs

Rosalie Falco- First Grade ELLs

Denise Keutmann- Second and Fourth Grade ELLs

Iris Cueto-Angarill- Third and Fifth Grade ELLs

How is explicit ESL instruction delivered in each program model to comply with mandates?

How is explicit ELA instruction delivered in each program model to comply with mandates?

How are the content areas delivered in each program model?

PS 64 has four full time certified ESL teachers, Ms. Falco, Ms. Cueto, Ms. Goldstein, and Ms. Keutmann. P.S. 64 ESL program provides Academic Rigor: Educational programs for ELLs embody the conceptual understanding that challenging content and well-developed learning strategies will prepare ELLs to think critically, solve problems, and communicate in the language(s) of instruction. ELLs are actively engaged in standards-based academic curriculum.

Explicit English as a Second Language (ESL), English Language Arts (ELA); ESL and ELA instruction includes literature and content-based instruction that is aligned explicitly to New York State learning standards in ESL, ELA, and content areas. ESL and ELA, instruction must comply with CR Part 154 regulations.

Assessment: Ongoing assessments of students in academic content areas as well as language development inform teaching and learning. Collecting and analyzing multiple data sources and setting annual measurable goals help improve areas that most impact teaching and learning, and assessment for ELLs. Assessment of content-area learning and language development matches the language of instruction and programmatic goals.

High-Quality Teachers of ELLs: PS 64 employees four full time certified ESL teachers, Ms. Falco, Ms. Cueto, Ms. Goldstein, Ms. Schiffris. Educational programs for ELLs are staffed with teachers who demonstrate strong academic language proficiency, in

both English and other languages of instruction, and are equipped with the appropriate teaching certifications, engaged in professional development, and skilled in both content and pedagogy.

All programs for ELLs adhere to the Children First Initiative's uniform curriculum. The ESL programs use a balanced approach to literacy, including high-quality instructional practices that facilitate academic excellence for ELLs.

Also, ELL programs adhere to state standards, including New York State Learning Standards for all curriculum areas. Each program has the English as a Second Language (ESL) instruction component based on the New York State ESL Standards and aligned to the ELA standards. ELLs in the advanced level of English proficiency also receive ELA instruction.

P.S.64's Free Standing ESL program:

- Provides academic content-area instruction in English using ESL methodology and instructional strategies.*
- Incorporates ESL strategic instruction.*
- Assists students to achieve the state-designated level of English proficiency for their grade.*
- Helps ELLs meet or exceed New York State and City standards.*
- In freestanding ESL programs, language arts are taught using ESL and ELA methodologies.*
- Content areas are taught in English using ESL strategies.*

Content-Area Instruction: English with native language support is used to teach core academic content areas—language arts, mathematics, science, and social studies

How do you differentiate instruction for ELL subgroups?

Describe your instructional plan for SIFE.

Describe your plan for ELLs in US schools less than three years (newcomers). Also, since NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.

Describe your plan for long-term ELLs (in NYC schools six years or more).

Students are placed in their classes according to their mandated minutes of ESL instruction.

SIFE, Beginners and Intermediate students are placed in the same classes and receive 360 minutes of ELL instruction

SIFE students receive an additional period of instruction by the ESL teacher in a one to one ratio. SIFE students attend the Extended Day and After school programs in a small group of 5:1 with the ESL teacher.

ELL students in US schools less than three years, receive ELL instruction using the methodologies' and strategies of CALLA, QTEL, Modeled Writing, Foundations and Language Experience techniques. Newcomers participate in several hands on trips to increase and reinforce their learning of English. (Farm, Supermarket, Post Office, neighborhood walks, etc.)

Students who exhibit inadequate growth on reading assessments will receive an additional 75 minutes per day in literacy instruction using a reading intervention focused on helping them achieve grade-level proficiency in each essential reading component (phonemic awareness, phonics, letter recognition, and writing).

Extended day programs are available to ELL students on Mondays and Tuesdays from 2:35-3:50. ESL teachers provide small group instruction to ELL students during this time.

After school academic intervention programs are also available to ELL students on Wednesdays and Thursdays from 2:35-3:50. ESL teachers provide small group instruction to ELL students during this time.

ELL students in the NYC school system for one year in Grades 3-5 are required to take the ELA exam. Workshops are given to inform parents of these exams and to enable parents to assist in their child's learning. Results from the exams are distributed to parents in their home language.

In Grades 3-5 ELL students are required to take Math, Science and Social Studies exams. These exams are available in each child's home language, if needed a translator is hired to provide translation. Results from the exams are distributed to parents in their home language.

Advanced and long term ELL students are placed in the same classes and receive 180 minutes of ELL instruction. ELL students are placed in the same classroom at each grade level in order to receive ELL services with minimal pull out. This enables ESL teachers to push into classroom in order to service the ELL students according to their mandates. ESL teachers are able to differentiate instruction by grouping the students homogenously in order to meet their instruction needs.

The numbers of classrooms containing homogenously grouped ELL students per grade level are:

Kindergarten- 3

First Grade-4

Second Grade-3

Third Grade- 2

Fourth Grade-2

Fifth Grade-2

Each ESL teacher services ELL students within one or two grade levels.

Marla Goldstein- Kindergarten ELL's

Rosalie Falco- First Grade ELL's

Denise Keutmann- Second and Fourth Grade ELL's

Iris Cueto-Anglarill- Third and Fifth Grade ELL's

What instructional materials are used to support ELL's (include content area as well as language materials)?

All programs for ELL's adhere to the Children First Initiative's uniform curriculum. The ESL programs use a balanced approach to literacy, including high-quality instructional practices and reading materials that facilitate academic excellence for ELL's. Leveled trade and guided reading books enables ELL students to read on their instructional and independent reading levels. Each child's reading level is determined through the Teachers College Reading benchmarks. (Running records)

ELL programs also adhere to state standards, including New York State Learning Standards for all curriculum areas. Each program has English as a Second Language (ESL) instruction component based on the New York State ESL Standards and aligned to the ELA standards. ELL's in the advanced level of English proficiency also receive ELA instruction. ESL materials used in the preparation of the ELA exam include Kaplan Advantage, CARS, Focus and Kaplan Keys

Everyday Math is the uniform curriculum used on each grade level K-5. Students work in small groups using hands on manipulatives to learn math concepts.

Content-Area Instruction: English with native language supports are used to teach core academic content areas—language arts, mathematics, science, and social studies.

The New York State English as a Second Language Achievement Test (NYSESLAT)—a test developed by the New York State Education Department to measure English Language Arts (ELA) proficiency levels (i.e., beginning, intermediate, and advanced) of ELLs—is administered each spring. In preparation for this exam students in Grades K-5 use "Preparing for the NYSESLAT"

Describe your plan for continuing transitional support (two years) for ELLs reaching proficiency on the NYSESLAT. When an ELL child scores at a certain level of proficiency in English on the New York State English as a Second Language Achievement Test (NYSESLAT) he or she can enter a monolingual instructional program.

Students who exhibit inadequate growth on reading assessments will receive an additional 75 minutes per day in literacy instruction. Reading intervention will focus on helping ELL students achieve grade-level proficiency in each essential reading component (phonemic awareness, phonics, letter recognition, and writing).

Extended day programs are available to ELL students on Mondays and Tuesdays from 2:35-3:50. ESL teachers provide small group instruction to ELL students during this time.

After school academic intervention programs are also available to ELL students on Wednesdays and Thursdays from 2:35-3:50 beginning in Jan. 2010. ESL teachers will provide small group instruction to ELL students during this time

How is Native Language support delivered in each program model?

Content-Area Instruction: English with native language supports are used to teach core academic content areas—language arts, mathematics, science, and social studies

Native language support is provided when necessary by providing trade books in native languages for content area subjects. In addition, math glossaries, dictionaries and tests in native languages are provided for students in Grades 3-5.

Enter the number of ELLs by years of identification and program model in each box. If there are Students with Interrupted Formal Education (SIFE) or Bilingual special education (Bil. Sp.Ed.) students within that cohort, enter that number in the appropriate subgroup box (see example).								
	TBE		DUAL LANGUAGE		ESL		TOTAL	
	SIFE:	SP. ED.	SIFE:	SP. ED.	SIFE:	SP. ED.	SIFE:	SP. ED.
ELLs (3 years or less)	0	0	0	.0	0	0	0	0
	0		0		133		133	
ELLs (4-6 years)	0	0	0	0	0	0	0	0
	0		0		20		20	
Long-Term ELLs (more than 6 years)	0	0	0	0	0	0	0	0
	0		0		0		0	

NUMBER OF ELLS BY GRADE IN EACH LANGUAGE GROUP										
FREESTANDING ENGLISH AS A SECOND LANGUAGE										
	K	1	2	3	4	5				
Spanish	10	19	10	16	14	13				
Chinese						1				
Russian										
Bengali	12	13	15	5	9	7				
Urdu	3	1	1	1						
Arabic	2	1								
Haitian Creole										
French										
Korean										
Punjabi										
Polish										
Albanian										
Other										
TOTAL	27	34	26	22	23	21				
GRAND										

TOTAL FOR ALL PROGRAMS	27	34	26	22	23	21				

PART B: REVIEW THE DATA FOR A MINIMUM OF TWO CONTENT AREAS. FILL IN THE NUMBER OF ELLS TAKING THE ASSESSMENTS IN ENGLISH AND/OR THE NATIVE LANGUAGE IN EACH PROGRAM MODEL (COPY AS NEEDED)

Test	Grade	Level I		Level II		Level III		Level IV		Total	
		English	NL	English	NL	English	NL	English	NL	English	NL
ENGLISH											
English Language Arts (ELA)	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
	4	1		15		2		0		18	
	5	3		14		3		0		20	
NY State Math	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
	4	0		4		13		2		19	
	5	4		8		16		0		28	

V. Assessment Analysis

PART A: COMPILE LAB-R AND/OR NYSESLAT RESULTS (USE THE RMSR REPORT FROM ATS) TO ANSWER THE QUESTIONS IN THE NARRATIVE AT THE END OF THIS SECTION. COPY AS NEEDED FOR EACH PROGRAM MODEL

	K	1	2	3	4	5	6	7	8	TOTAL
Beginner (B)	11	10	3	10	7	10				51
Intermediate (I)	16	16	10	6	1	2				51
Advanced (A)	0	8	13	6	15	9				51
Total Tested	27	34	26	22	23	21				153

AGGREGATE PERFORMANCE RESULTS TO ANALYZE STRENGTHS AND WEAKNESSES OF YOUR ELLS IN SPECIFIC MODALITIES WITH USING ATS FOR NYSESLAT DATA AS WELL AS THE STATE MEMORANDA RELEASED ANNUALLY (<http://www.emsc.nysed.gov/osa/nyseslat.html>), ON ANALYZING MODALITIES. AT A MINIMUM, OBSERVE THE NUMBER OF STUDENTS IN EACH LEVEL AND GRADE.

	K	1	2	3	4	5			
LISTENING									
B		11							
I		10							
A		16							
SPEAKING									
B		13							

I		16							
A		8							
READING									
B		21							
I		12							
A		4							
WRITING									
B		17							
I		15							
A		5							

P.S. 64Q is an elementary K-5 school located in Ozone Park, Queens in District 27. The total population of students as of the writing of the 2009-2010 Language Allocation Policy was 682. Of these 143, or 20.1% were ELLs. Of these, 77 (49%) had Spanish as the home language and 67 (43%) had Bengali (a native language of Bangladesh) as the home language. The school has smaller numbers of ELLs who have Chinese, Urdu, Arabic, French and Filipino as the home language. 119 (86%) of the school's ELLs have been in an ESL program for three years or less.

English language instruction for ELLs is given according to a freestanding ESL model. All instruction is in English, although the native language of the ELL is used informally to support instruction of newcomer ELLs when available and appropriate. At the beginning of the year, classes in the school are organized, if possible, such that one class at each grade level contains beginner/intermediate ELLs (as well as monolingual students) and one class contains advanced ELLs (as well as monolingual students). These groupings are based either on previous year's NYSESLAT scores or LAB-R scores, according to availability.

ESL teachers push-in to the classes for the required 180 or 360 minutes of English instruction. In most cases, ESL teachers push-in to the classes for more than the required number of minutes. In the 2009-2010 year, P.S. 64 will have 3 Kindergarten classes, 4 first-grade classes, 3 second-grade classes, 2 third-grade classes, 2 fourth-grade classes and 2 fifth-grade classes that contain ELLs students who receive push-in services from ESL teachers.

When possible, ESL teachers push-in at some point during the three-period Balanced Literacy Program literacy block, as this is when it has been determined there is the greatest need for their services. Because of scheduling constraints, ESL teachers also push-in for some portion of the day during content area instruction in other subjects. Regardless, the push-in model allows ELLs to remain in grade-level content-area instruction while being supported by ESL teachers who work closely with the classroom teacher to utilize appropriate ESL methodologies. The push-in model allows more differentiated instruction for ELLs than would otherwise be possible. ELLs are given the opportunity to develop their academic language skills by reading a variety of challenging but understandable materials and texts. Because the ESL teacher provides one-on-one and small group support, the ELLs are able to take risks in the four modalities and gain increased practice in conversational skills in a less threatening and more comfortable environment than they would otherwise have. At the same time, they are also able to progress toward completing grade-level work. The ESL teachers also link with mainstream teachers regarding specific needs that ELLs have in the remainder of the school day, when the ESL teachers are not in the room. The school's math and literacy coaches are also utilized to provide one-on-one conferencing and professional development regarding approaches and resources available for all students.

Explicit ESL instructional strategies utilized in P.S. 64's ESL program are: CALLA, Sheltered Instruction Observation Protocol (SIOP), extensive scaffolding, and connections to prior knowledge. Comprehensive input is facilitated through more intensive use of pictures, visuals, manipulatives, modulation of teacher's speech patterns and Total Physical Response (TPR) techniques such as gestures and pantomime. Required tasks are divided into many easier stages and expected results are modeled by teachers and other students. A wide variety of ESL instructional materials, such as Foundations, Wilson, the Rigby ESL guided reading series, Attanasio & Associates "Getting Ready for the NYSESLAT" test preparation booklets, and grade-level ESL series by Scott Foresman, are utilized by ESL teachers. For newcomer ELLs and struggling ELLs who require additional help, additional programs and services are available:

Several periods are set aside in ESL teachers' schedules during the week to pull-out new-beginner and struggling ELL's for targeted instruction in phonics and beginning reading skills. Instruction is also geared toward survival English to aid in verbal communication for interaction and personal use. These periods are in addition to those received by the ELL's in accordance with CR Part 154 instructional unit requirements for ELLs. Foundations methodologies and other selected phonics materials are being utilized during these periods to ensure such ELL's have an adequate base from which to begin reading.

ELLs who are struggling are also eligible to be serviced during the AIS extended day program two times a week for a total of 150 minutes. In addition ELL students in Grades 2-5 are invited to attend the extended day program of no more than 10 students for 75 minutes two days per week beginning in Jan 2010. Each teacher will differentiate instruction depending on the needs of the students in her group.

For the 2009-2010 school year, the Wilson Foundations reading program for early readers will be used universally in all Kindergarten, Grade 1 and Grade 2 classes.

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.

ESL staff is engaged in ongoing professional development given through the region and other providers. ESL teachers have pursued professional development on their own through QTEL program and UFT workshops. Two teachers attended a Wilson reading program two-day overview, which will be helpful in teaching the Foundations methodologies taught in classrooms in the 2009-2010 school year.

ESL teachers will conduct an interactive professional development session for all mainstream classroom teachers and staff early in the academic year, focused on the NYSESLAT exam. Teachers will utilize portions of a sample exam, which is available through the State’s website. Skills and strategies necessary for LEP students to achieve a high level on this exam will be discussed. The workshop will contain a question and answer period during which school staff will be able to receive much desired information and feedback. Topics to discuss include challenges that LEP students and teachers of LEP students face, common misconceptions regarding LEP students, the process to identify LEP students, and cultural sensitivity issues. The NYC parent video will also be shown.

Throughout the 2009-2010 calendar year two of the ESL teachers servicing ELL students in Grades 3-5 will attend in a year long training in Wilson strategies and methodologies. . Two of the ESL teachers servicing ELL students in Grades K-2 will attend in a year long training from the Wilson Academy in Foundations. In the 2009-2010 calendar year, specific periods have been scheduled for linkage between ESL teachers and classrooms teachers. Through use of these periods, the school’s ESL teachers may serve as an informal resource to classroom teachers, providing feedback and ideas for instruction of LEP students both during the scheduled push in periods and throughout the course of the regular school day.

Form TIII – A (1) (b)

School: PS 64 BEDS Code: 342700010064

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

Allocation Amount: \$25,360		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session	\$9,978	200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - Enriching parent engagement activities and securing appropriate translation and interpretation services	\$2247	Interpretation services for November 10, 2009- Parent Teacher Conferences Afternoon- 3 Bengali, 3 Spanish Translators Evening – 3 Bengali, 5 Spanish Translators
Supplies and materials - Supplemental materials - Additional curricula and instructional materials.	\$13,135	Books on Tape, Cassette C/D Recorders, Headphones, Leveled Books
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$25,360	

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.
 - **Using the home language surveys PS. 64 is able to determine the written translations and oral interpretations needed to ensure that all parents are provided with appropriate and timely information in a language they can understand.**

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.
 - **Based on the home language surveys all written school notices are distributed in three languages Bengali, Spanish and English. Oral interpretation is available for all parent- teacher conferences and meetings.**

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.
 - **Timely provision of translated documents through either existing resources or the Translation and Interpretation Unit;**
 - **Timely provision of interpretation services at group and one-on-one meetings upon request when such services are necessary for parents to communicate with the Department regarding critical information about their child's education.**
 - **Translation services are provided by outside vendors, in house school staff and by parent volunteers.**

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

- **Oral interpretation services will be provided by outside vendors, in-house school staff and by parent volunteers. For P.A meeting in house school staff and parent volunteers are available for translations. For Parent-Teacher conferences and parent meeting outside vendors are available for translations.**
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>.
- **PS 64 provides each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services.**
 - **Near the primary entrance of PS 64 a posted sign in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services.**
 - **The PS 64 School's safety plan contains procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers.**
 - **At PS 64 where the parents of more than 10% of the children speak a primary language that is neither English nor a covered language, has obtained from the Translation and Interpretation Unit a translation into such language of signs and forms required pursuant to this section and shall post and provide such forms in accordance with this section.**
 - **The Department's website shall provide information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services**

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	421,133	51,993	
2. Enter the anticipated 1% set-aside for Parent Involvement:	4,211		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		520	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	16,188		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		2,599	
6. Enter the anticipated 10% set-aside for Professional Development:	42,113		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		5,199	

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

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

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

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

*P.S. 64Q
The Joseph P. Addabbo School
82-01 101st Avenue
Ozone Park, N.Y. 11416*

*Laura Kaiser
Principal*

*Nina Auster
Assistant Principal*

P.S. 64 Parent Involvement Policy

The New York City Department of Education recognizes that children excel when parents work closely with teachers and principals to develop strong partnerships. As partners in education, parents, guardians, and other family members have certain rights and responsibilities.

All Families Have the Following Rights:

- The right to a free public school education for their children.
- The right to be given access to information about their children's performance and the educational programs and opportunities available to them and their children.
- The right to be actively involved in the education of their children.
- The right to file complaints and appeals.
- The right to translation and interpretation services in order to communicate effectively with the Department, in accordance with Chancellor's Regulation [A-663](#).

All Parents Have the Following Responsibilities:

- The responsibility to send their children to school ready to learn.
- The responsibility to ensure that their children attend school regularly and arrive on time.
- The responsibility to be aware of their children's work, progress, and problems.
- The responsibility to keep in touch with their children's teachers and principal.
- The responsibility to respond to communications from their children's school.
- The responsibility to attend important meetings and conferences.
- The responsibility to treat all school staff members with courtesy and respect.

We Encourage Parents To:

- Set high expectations for their children.
- Help out at schools by volunteering time, skills, or resources.
- Get involved in Parent Associations or Parent-Teacher Associations.
- Take part in school and community programs.

*Sincerely,
Ms. Kaiser
Principal*

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

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

P.S. 64Q
The Joseph P. Addabbo School
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Ozone Park, N.Y. 11416

Laura Kaiser
Principal

Nina Auster
Assistant Principal

PS 64 TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Dear Parent or Guardian:

The No Child Left Behind (NCLB) Act of 2001 is a federal law to improve education for all children. It holds schools responsible for results, gives parents greater choices, and promotes teaching methods that work. The New York City Department of Education (NYCDOE) is committed to helping all schools reach high standards for student achievement and giving every child in every school a quality education. We are making progress, but there is still a lot of work that needs to be done for all our children.

In January 2007, the New York State Education Department identified schools in NYC that are in need of improvement as required under federal NCLB rules. Schools were identified in one of the following categories: Title I School in Need of Improvement – Year 1, Title I School in Need of Improvement – Year 2, Title I Corrective Action School – Year 1, Title I Corrective Action School – Year 2 in Planning for Restructuring, Title I Restructuring School – Year 1, Title I Restructuring School Year 2, or Title I Restructuring School – Year 3. This means that these schools have, so far, not made what is called adequate yearly progress (AYP) toward meeting the State proficiency level in English language arts, mathematics and/or science.

Every effort is being made to provide the highest quality instructional program to best meet the needs of your child. We are confident that several of the interventions and exciting new programs that have been introduced citywide and at the school level will make this school year a successful experience for your child. Some of the interventions and programs that are being implemented are:

- Professional development opportunities for all teachers which will focus on new strategies to help struggling students;
- A longer school day with an early morning start that will allow for two teachers in many classrooms;
- Literacy and mathematics coaches in our schools who will work with teachers everyday to improve the quality of their teaching;
- New teaching strategies and smaller class sizes for struggling students;
- Continued recruitment of highly-qualified and certified teachers to staff our classrooms;
- More classroom time devoted to reading and math skills;
- Strategies to increase daily attendance; and
- Expanded parental involvement programs.

We ask that you support your child by making sure that she/he comes to school every day on time. Make sure that all homework assignments and school projects are completed on time. We also invite you to participate in all school activities. Stay in close contact with your school's Parent Coordinator and your child's teachers to monitor your child's academic progress. Tell teachers you want to hear from them as soon as problems occur so you can work together to find solutions. We also encourage you to become active in the school's Parents' Association and School Leadership Team.

Through the federal No Child Left Behind Act of 2001 (NCLB), some students in schools identified for school improvement are eligible for Supplemental Educational Services (SES). SES are tutoring or other remedial services offered by a New York State approved service provider, at no cost to you, after-school or on weekends. If your child is free-lunch eligible, and is attending a school that has been identified for improvement for two or more years, you will have the option to select from a list of state-approved providers. Specific information regarding SES programs will be provided to the parents of eligible students in a separate notification.

Under the No Child Left Behind Act, NYCDOE also offers students enrolled in a school identified for improvement the option to request a transfer to another public school that is not identified as needing improvement. Federal law requires that NYCDOE give priority to the lowest achieving students from low-income families when making transfer offers. Further information and applications will be sent to the parents of eligible students at a later date.

If you would like information on how our school compares academically to other schools in the district, you can request a printed copy of the school's report card from your school's Parent Coordinator. All school report cards can also be viewed online on the NYCDOE website at <http://schools.nyc.gov/daa/SchoolReports/default.asp>.

A parent meeting has been scheduled in every identified school to answer any questions you may have about the school improvement interventions and programs described above. Thank you for your continued support and cooperation. We are looking forward to a successful year for all of our students and school communities. If you have any questions or concerns, please feel free to contact Ms. Kaiser or our Ms.Gronda, Parent Coordinator.

*Sincerely,
Ms. Kaiser
Principal*

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

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. Administrators and teachers will review the performance of the students based upon the results gathered through the ARIS system, NY Start, NYS Standardized Test Scores in ELA, Math, Social Studies and Science, Quality Review, Progress Reports and Inquiry Teams. In addition, teachers will use class tests, reading and math portfolios, writing notebooks and teacher judgment to determine and formulate lists of students in need of academic intervention services.

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

The periodic assessments given to students five times a year in Grades K-5 will monitor the achievement of students throughout the year in both reading and math. Small group instruction is offered throughout the school day and after school to differentiate instruction based on the needs of the students. Students in need of academic

intervention will attend the after school 150 minute extended day program and an after school program 2 days a week. In addition an after school program on Wednesday and Thursday from 2:35-400 will provide extra academic intervention for all students in need.

3. Instruction by highly qualified staff.

At this time, 100% of the teachers at P.S. 64 are highly qualified. Wherever possible, all recruited teachers will be appropriately certified.

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.

The school's professional development committee will target the assessed pedagogical needs of the staff by planning differentiated high quality professional development. This will be implemented during staff development days, grade conferences, faculty conferences and "Lunch and Learn" sessions. All professional development will be evaluated to determine its effectiveness in promoting high quality instruction leading to improved student results. Ten percent of Title I monies is used for PD activities through the services of our Literacy and Mathematics Coaches. In addition, AUSSIES have been hired to train and conduct model lessons in the approaches and techniques of Balanced Literacy.

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

Principals, in collaboration with the Regional Operation Center's Personnel Manager and Liaisons, will follow the policies set forth by the Department of Education to ensure that the selection of highly qualified teachers follows the guidelines set by the New York State Education Department. Principals, in collaboration with the Division of Human Resources, will identify qualified teachers through major recruitment campaigns and through relationships with Colleges and Universities. In order to maintain our high standards, staff development programs will be ongoing during school time. Our teachers will participate in district programs, as well as DOE offerings.

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

P.S. 64 will seek to increase parental involvement by offering diverse workshops for parents. Bi-weekly ESL classes for parents will be offered. Workshops in homework help, testing strategies, helping your child with math, social studies, ELA, science, nutrition awareness and art will be presented.

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

In order to achieve smooth transitions, administrators and teachers must work to ensure program continuity by providing an age-appropriate curriculum within all early childhood grades. To facilitate opportunities for communication and cooperation throughout the year, a variety of continuity and transition activities will be planned to support the "moving-on" experience. These experiences will be provided for staff, children, and parents from Community Based Organizations, Public School Pre Kindergartens and Special Education Pre Schools as follows:

Ongoing Communication for Staff

- *Invite staff of the preschool and kindergarten programs to participate in exchange visits.*

- *Establish and implement joint in-service professional development sessions, meetings and discussions focused on transition, curriculum and instructional practices.*
- *Pre Kindergarten teachers will develop a list of competencies/skills that Pre Kindergarten children will come away with when they complete the year and begin kindergarten. This list of competencies/ skills will be passed on to the kindergarten teachers for use in making curriculum decisions. The Pre Kindergarten standards will also be shared with the Kindergarten staff and supervisors.*
- *Share Department of Education curriculum and standards for kindergarten with CBO agencies and Pre Kindergarten staff in order to expose them to what will come next.*

Transition Activities for Children

- *Schedule a visit or a series of visits to the new school for the children*
- *Provide pre-kindergarten children with a summer package that includes transition activities*
- *Encourage children to ask questions about kindergarten*
- *Organize a Pre Kindergarten Day for parents and children who will be attending Kindergarten in the public school the following year.*

Involvement of Parents in Transition

- *Provide parents with information about the school their child will be attending*
- *Invite school personnel, teachers and principals, to attend a parent meeting and discuss the kindergarten program, the role of parents in the school and to answer any other questions. It is a good idea to include family assistants or parent coordinators that can translate the information during the meeting.*
- *Organize and implement a Kindergarten Fair at each elementary school.*
- *Invite parents who have already had children transition to kindergarten to talk about their experience to the parents of the incoming group.*
- *Establish routines that children will use during the year, i.e., where children will be picked up at the end of the day, where children will eat lunch, etc.*

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

Teachers are required to maintain student portfolios, which reflect standards-based work and student achievement. Using the new periodic assessments that will be given 5 times a year, reading benchmarks, standardized test results, Princeton Review results, math assessments and teacher judgment, students are placed in differentiated groups, which target their strengths and weaknesses. Groups are flexible to meet the needs of all students. Teachers meet with the Principal, Assistant Principal and SBST to discuss student progress.

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

Students who experience difficulty mastering the proficient or advanced levels of academic achievement are identified early in the school year or are identified in June of the previous year. Standardized test results, student portfolios and teacher made assessments are used to identify these students.

Individualized education plans are formulated in conjunction with the IEP teacher. After school 37 ½ minute programs are offered as are after school programs. Throughout the school day, Academic Intervention Teachers work with these students either one on one or in small groups. The IEP teacher and PIP teacher also provide

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

In conjunction with the head of food services in our school, a nutrition club meets monthly to advise our students of healthy eating. Our Parent Coordinator runs an 8-week nutrition class for parents in conjunction with Cornell University. Bi-weekly ESL Programs are also offered for parents by our Parent Coordinator. Our Guidance Counselors hold peer intervention workshops for our students, as well as arranging for CAPP to help raise awareness about child abuse

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

NCLB/SED Status: _____ **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

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

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

¹ School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

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

– **English Language Learners**

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

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

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

Teachers at all grade levels are given pacing calendar and/or a suggested timeframe for covering the curriculum material in ELA and in writing. The teacher's role is to evaluate and assess each student based on the Teachers' College Reading and Writing Benchmarks. The TCRWP benchmarks assess decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read. Students are informed of their progress and reading level in order to set and achieve higher goals.

Writing is evaluated daily through one on one conferences between teacher and student. Using the Teachers College Units of Study the teachers teach spelling, handwriting, text production, composition, motivation to write through the Writing Process. Teachers are given a writing pacing calendar that aligns with the New York State Standards. At the completion of each Unit of Writing Study the students are assessed with a raw piece of writing. The raw piece is graded by rubrics based on the New State Standards content taught. Both teacher and student assess the raw writing piece together to discuss and evaluate the student's strengths, weaknesses and future goals in writing. Each raw piece is then placed into the students writing portfolios to monitor progress over time.

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

Applicable Not Applicable

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

The evidence that dispels the relevance of this finding is the use of the Teachers College Reading and Writing Assessments, Writing Units of Study, pacing calendars, writing rubrics and grade level benchmarks students are monitored and evaluated based on the New York State Standards in ELA and Writing.

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

1B. Mathematics

Background

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

Specific Math Alignment Issues:

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

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

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

Teachers of Grades K-5 are given pacing calendars, unit exams and portfolio assessments in the process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation)

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

Applicable Not Applicable

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

The evidence that dispels the relevance of this finding is that the New York State Learning Standard for Mathematics, process strands and content strands are monitored and taught through the use of math pacing calendars. Additionally, students are assessed on conceptual understanding, procedural fluency, and problem solving.

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

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

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

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

Student in grades K-5 are taught using Balanced Literacy Methodologies. These methodologies are based on small flexible grouping based on students needs. Direct teaching is used in the format of mini-lessons in reading, writing and mathematics, followed by small group instruction in order to meet the needs of the students. Instruction and grouping of students is based on the assessment.

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

Applicable Not Applicable

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

The evidence that dispels the relevance of this finding is that direct instruction is taught in the form of mini-lessons, followed by small group instruction in every classroom throughout the day. Small group instruction allows teachers to meet with small ability based groups to differentiate instruction and meet the needs of each student.

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

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM³)* and SEC results also shed light on some of the instructional practices in the

³ To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

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

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

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

Everyday Mathematics in Grades K-5 is taught using the whole, part, whole teaching methodology. Teachers begin with a short direct teaching lesson followed by students working in small groups using hands on manipulatives and/or "math games". Each lesson concludes with an overall assessment and evaluation of the math concept taught.

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

Applicable Not Applicable

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

The evidence that dispels the relevance of this finding is that Everyday Mathematics in Grades K-5 is taught is not taught solely by lecture but through the whole, part, whole model of instruction. Students work daily in flexible small groups using math manipulatives in order to support hands-on learning.

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

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

Teacher turnover is very low at PS 64. There has not been one new teacher hired in the past 4 years.

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

Applicable Not Applicable

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

The evidence that dispels the relevance of this finding is that 100% of the teachers have taught at PS 64 for 2 years or longer.

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

Ongoing professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs have been attended by the four English Language Teachers.

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

Applicable Not Applicable

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

The evidence that dispels the relevance of this finding is that the English Language Teachers turnkey the information from their professional development training to the staff during common grade meeting and full day professional development days.

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

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

NYSESLAT yearly scores are reported to all teachers involved in instructing ELLs in a timely manner in order to inform instruction and formulate small flexible groups.

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

Applicable Not Applicable

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

The evidence that dispels the relevance of this finding is that NYSESLAT scores are used in the reorganization of classes so that Beginners; Intermediate and Advanced students can be placed in classes to receive mandated ESL services. At the beginning of each school year classroom teachers meet with ESL teachers to discuss the strengths and weaknesses of each ELL students in their class. Teachers review the language acquisition skills for each student with the ESL teachers during their common prep periods once a week. In addition each ELL student is monitored and assessed using the TCRWP and Foundation unit tests in order to continually assess their ongoing progress.

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

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

Through ongoing professional development general education teachers are familiar with the content of the IEPs of their students with disabilities, and with accommodations and modifications that would help support the students with disabilities in their classrooms, and are knowledgeable regarding behavioral support plans for these students.

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

Applicable Not Applicable

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

The evidence that dispels the relevance of this finding is that each classroom, cluster, ELL and AIS teacher has a copy of the IEP for each child they work with. Both the Assistant Principal and the SETSS teacher met to discuss and review the students' IEPs with all staff in the building.

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

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

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

Please respond to the following questions for Key Finding 7:

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

The IEP's at PS 64 do specify accommodations and/or modifications for the classroom environment (including instruction). The IEP/SETSS teacher reviews and assists in the writing of alignment between the goals, objectives, and modified promotion criteria with the content on which these students are assessed on grade-level state tests. For students with documented behavioral issues and concerns IEPs do include behavioral plans—including behavioral goals and objectives.

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

Applicable Not Applicable

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

The evidence that dispels the relevance of this finding is that the IEP's at PS 64 do specify accommodations and/or modifications for the classroom environment (including instruction). The IEP/SETSS teacher review and assists in the writing of alignment between the goals, objectives, and modified promotion criteria with the content on which these students are assessed on grade-level state tests. For students with documented behavioral issues and concerns IEP's do include behavioral plans—including behavioral goals and objectives.

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

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

This appendix will not be required for 2009-10.

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

(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.***)
PS 64 currently has two Students in Temporary Housing
2. Please describe the services you are planning to provide to the STH population.
Students in Temporary Housing receive counseling by our guidance counselor 3 days a week in both small groups and one on one sessions. Students are given all schools supplies needed and any trips or extra- curricular activities are paid for by the school. Students are also eligible for academic intervention services, if needed, during the school day and after school.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.