



PS 64M THE ROBERT SIMON SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 01M064
ADDRESS: 600 EAST 6TH STREET, NEW YORK, NY 10009
TELEPHONE: 212-673-6510
FAX: 212-477-2369

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 01M064 **SCHOOL NAME:** Robert Simon School

SCHOOL ADDRESS: 600 East 6th Street, New York, NY 10009

SCHOOL TELEPHONE: 212-673-6510 **FAX:** 212-477-2369

SCHOOL CONTACT PERSON: Marlon L. Hosang **EMAIL ADDRESS:** mhosang@school.s.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: James Illi

PRINCIPAL: Marlon L. Hosang

UFT CHAPTER LEADER: Alyssa Leone

PARENTS' ASSOCIATION PRESIDENT: Alia Carpenter

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 01 **CHILDREN FIRST NETWORK (CFN):** CFN 406

NETWORK LEADER: Sandra Litrico

SUPERINTENDENT: Daniella Phillips

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

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

Name	Position and Constituent Group Represented	Signature
	*Principal or Designee	
	*UFT Chapter Chairperson or Designee	
	*PA/PTA President or Designated Co-President	
	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	
	Member/	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

PS 64 is a small neighborhood school located in the Lower East Side of Manhattan. PS 64 is the host school, sharing the building with the Earth School (01M364) and Tompkins Square Middle School (01M839). The immediate community is culturally and economically diverse with a large poverty index. PS64 primarily serves children residing in the low income and public housing projects.

We have a nurturing and collaborative school with a collegial staff that interacts well with students, parents and the community. The calm respectful tone of the school is enhanced through morning meetings, cooperative learning groups, student-of-the-month, core values, and other school wide initiatives.

We have a school culture that embodies the principles of learning, with emphasis on clear expectations, academic rigor, and critical thinking. In literacy, we implement the Teachers College Reading and Writing workshop model and tailor units of study to the needs of our students. Our school is a model site for exemplary reading and writing workshops. We use Investigations as the core anchor of our math curriculum. We use a wide variety of academic intervention programs and differentiate to address student needs. We continuously assess students to inform our planning and instruction. We also provide ongoing small group instruction to targeted students in reading and math.

We have Integrated Co-Teaching classes (ICT) in Grades K, 1, 2, 3, 4 and 5 and 12:1 self-contained classes in grades 2/3 and 4/5 to support our students with special needs. We also provide special education teacher support services (SETSS).

We address the academic, social and emotional needs of children during our regularly scheduled Pupil Personnel Team Meetings, Grade Level Conferences, Cabinet Meetings and Parent Meetings with teachers, administrators and guidance counselors.

We have a firm belief in ongoing Professional Development and allocate financial resources to support this. We have a full time literacy and math coach as well as an instructional specialist who support teachers through common planning time, modeling lessons, mentoring and professional development workshops. Our Professional Development Team is highly effective in providing the staff with expertise in practices that foster the implementation of standards based instruction.

We require our teachers to attend Professional Development workshops, both on and off site, including Math in the City and internal DOE services in science, the arts, special education, social studies and ELL.

We enrich our curriculum through the visual and performing arts. We have many community partnerships which include an onsite health clinic, counseling, after school, and student teaching partnerships with universities that support the social emotional, academic and health needs of our students and families.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	PS 64 Robert Simon				
District:	01	DBN #:	01M064	School BEDS Code:	310100010064

DEMOGRAPHICS									
Grades Served in 2009-10:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	26	26	26		91.6	92.7			
Kindergarten	46	44	46						
Grade 1	48	48	43	Student Stability: % of Enrollment					
Grade 2	47	53	43	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	35	47	50		95.2	86.0			
Grade 4	46	38	50						
Grade 5	43	44	32	Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7					79.3	79.3	90.5		
Grade 8									
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					6	17			
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	295	300	292		0	0	1		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	10	19	23	Principal Suspensions	4	7			
No. in Collaborative Team Teaching (CTT) Classes	40	45	40	Superintendent Suspensions	2	1	0		
Number all others	14	11	13						
<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)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	16	15	13	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	1	1	5	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	26	30	
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	12	9	
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	5	5	
	0	0	0				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	0.7	1.0	1.4	Percent more than two years teaching in this school	61.5	56.7	
Black or African American	23.7	24.0	22.9	Percent more than five years teaching anywhere	50	46.7	
Hispanic or Latino	69.8	66.7	65.8				
Asian or Native Hawaiian/Other Pacific Isl.	4.1	5.7	5.8	Percent Masters Degree or higher	88.0	90.0	
White	1.7	1.7	3.1	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	95.2	100.0	
Multi-racial							
Male	50.5	54.0	52.1				
Female	49.5	46.0	47.9				

2009-10 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:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Other Groups							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	3	3	1				

Key: AYP Status

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	√
Overall Score	96.3	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment (Comprises 15% of the Overall Score)	14	Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 25% of the Overall Score)	20.8	Quality Statement 3: Align Instructional Strategy to Goals	√
Student Progress (Comprises 60% of the Overall Score)	60	Quality Statement 4: Align Capacity Building to Goals	W
Additional Credit	1.5	Quality Statement 5: Monitor and Revise	√
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

Literacy:

Our school implements the Teachers College Reading and Writing workshop model. Students are engaged in differentiated instruction via mini-lessons, strategy lessons, conferencing, independent reading, guided reading, independent writing, editing and revision.

Our teachers have improved in ability to assess and teach to students' literacy needs. They collect and review multiple sources of student data which includes state ELA test scores, Acuity scores, ECLAS, DIBELS, running records, unit tests, checklists, conferencing notes and teacher observations. This data is used regularly to drive grade level planning meetings, help students set and monitor their student goals, evaluate and revise teaching points and modify and deepen unit curriculum to align the curriculum both vertically and horizontally more closely to state standards and assessments.

New York State ELA Test Results

- Results show that of all students tested in 2009 and 2010, the percentage of students achieving levels 3 & 4 has decreased from 72.5% in 2009 to 26.5% in 2010 for a total decrease between 2009 and 2010 of 46%.

New York City DOE Progress Reports

- Results show that the school has significantly decreased in literacy as measured by the the school's progress report from 2008-2009 to 2009-2010. Student performance in ELA decreased from 73.6% in 2008-2009 to 26.5% in 2009-2010 for a total decrease in student performance in ELA of 46%. The median student proficiency decreased from 3.21 to 2.63 for a total student proficiency decrease of 0.58%.
- The percentage of students in school's lowest 1/3 making at least 1 years progress decreased from 93.9% in 2008-2009 to 36.7% in 2009-2010. This showed a total decrease of 57.2%
- The school experienced a significant decrease in ELA student progress as measured on the School Progress Report. Decreases were as follows:

Area	%2008/2009	%2009/2010	% of decrease
1 year of progress	81.0	50.0	31.0

New York City Department of Education Quality Review

- Our school received a grade of **Proficient** in March 2009.
- Our school was noted for performing well in the areas of data collection, utilizing the data for professional conversation and supporting data collection with technological tools.
- We were commended for whole school planning for student achievement and deepening curricular knowledge through professional development.
- In addition, we were noted for having a strong passion for student achievement and developing an environment of trust for our students.
- Finally, our good use of our partnerships that focused on academic success was recognized

ARIS

The items analysis data found on the ARIS portal indicates that our students need additional instruction in reading for information and understanding, making inferences and predictions, critical analysis and evaluation in reading and in writing.

EPAL

2nd Grade

EPAL is a city test given in the January 2010 to our second grade students that focuses on sharpening the students' ability to listen to a reading passage and then writing about it. The results of EPAL indicate that students scored levels 2 and 3 and are proficient in listening and writing skills. It also indicated that our second grade students would benefit from additional instruction in critical analysis and inference skills in reading, writing and listening.

ECLAS

2nd Grade

In the listening and writing strands, students are required to listen to a passage and write a retell. More students appear to be able to listen to a passage and write a retell at grade level than listen to a passage and write an analytic response at grade level.

In the area of decoding students improved in their ability to decode real words and nonsense words due to the differentiated instructional programs used. These programs given by the classroom teachers consist of *Foundations*, *Words Their Way* and *Recipe for Reading*.

The reading strand measures vocabulary, sight words, reading accuracy, reading comprehension and reading rate (fluency). In all categories of the reading strand, the numbers of second grade students performing at or above level increased from fall to spring. Evidence of this is seen through the use of Teachers College Reading units, small guided groups and strategy lessons in reading. An emphasis is also placed on vocabulary development and higher level thinking questions.

1st Grade

The phonics strand includes spelling and decoding. Spelling results show that half of our first grade students completed the year at grade level for spelling. We are now streaming for word study and focusing on smaller groupings in our phonics strand. These groups are also being seen by the same teachers in order to keep consistency. Decoding results show a dramatic increase from fall 09 to spring 10 in the number of students at or above grade level. This increase is due to the differentiated

instruction provided by our teachers in the *Foundations* program. We are continuing to use this program.

For this population of first grade students, the ability to read sight words at or above grade level increased from fall 09 to spring 10. This dramatic increase was also due to the usage of all word study programs in use at our school as well as classroom word walls and personal word walls.

In reading accuracy, two-thirds of our students scored at or above grade level. One half of our students scored at or above grade level in the area of reading rate. Our 1/2 12:1 has moved up to a 2/3 grade class, which is comprised of 5 second graders.

Kindergarten

According to ECLAS, approximately 2/3 of students were performing at or above grade level in spring 2010 in the areas of phonemic awareness (segmenting, blending and initial consonants).

Math:

We are in our fourth year of the TERC Mathematics inquiry based program. Students are engaged in differentiated instruction via mini-lessons, small group strategy lessons, hands on games and activities and group shares. Through this program we are developing a consistency in mathematical language using math word walls and recording mathematical ideas in math notebooks.

Our teachers are continually improving in their ability to assess and teach to students' math needs. Our math coach and teachers received PD from City College's Math in the City program and are now implementing it in the classrooms. This program supports teachers in their own mathematical thinking and promotes an understanding of how children learn math. Our teachers also collect and review multiple sources of student data which includes state Math test scores, unit tests, checklists, conferencing notes and teacher observations. This data is used to drive instruction, as an anchor for discussion during grade level planning meetings, to help students set and monitor their goals, and to develop differentiated teaching points that are aligned to the curriculum as well as to state standards and assessments.

As a school, we are also piloting MCLAS which is comparable to ECLAS but for mathematics. This is an assessment that focuses on grade K-2 in mathematics. This assessment will be used school wide to determine the levels and area of need of our K-2 students.

New York State Math Test Results

- Results show the percentage of students achieving levels 3 & 4 has decreased from 92.0% in 2009 to 44.7% in 2010 for a total decrease of 47.3%.

New York City DOE Progress Reports

- Results show that the school needs improvement in math as measured by the decrease on the school's progress report from 2008-2009 to 2009-2010. Student performance in Math decreased from 92.1% in 2008-2009 to 44.7% in 2009-2010 for a total decrease in student performance in Math of 47.3%. The median student proficiency decreased from 3.52 to 2.88 for a total student proficiency decrease of 0.64%.
- The school requires additional to accelerate student progress in math as measured on the School Progress Report. Decreases were as follows:

Area	% 2008/2009	%2009/2010	% of Decrease
• 1 year of progress	71.2	62.0	9.2

Social Studies:

In the area of social studies, our school has improved students' social studies achievement, as measured by an increase on the New York State fifth grade social studies exam. In 2008, approximately 79% of our students performed at or above state standards. In 2009 81% of our students performed at or above state standards. This is an increase of 3%.

We are continuing our dedication to enrich and support the New York State social studies core curriculum. We are also continuing to review the new continuum and align it to grade level standards. We have infused primary sources from K-5th grade with primary source instruction. In grades 2-5, geography and primary source units based on the continuum standards and unit goals have been included in the curriculum. Grades 2 through 5 are using social studies interactive notebooks. A teacher study group has been set up to plan and share good teaching practices in social studies. Last year in the late spring we had project-based units taught and shared at the culminating social studies fair. This year we are continuing to support our grades K through 2 teachers more extensively in social studies. These teachers are participating in a program called "Experiences in American History, Setting the Stage to Teaching American History. This program is affiliated with the Bank Street College, the New York Historic Society and the Department of Education.

We are continuing to teach social themes centered on the 6 elements of social studies: geography, history, economics, politics, culture, and technology following an inquiry based approach with each unit using the UBD planning template. In grades pre-K through 2, we emphasize project based learning using the UBD template. We aligned our 5th grade writing units to support essay writing and analysis of data based questions. We also aligned our reading workshop to incorporate historical fiction and content area reading that is linked to our social studies units. Our classrooms have multiple trade books that support our social studies themes and we have invested in the Harcourt text books/ program and primary sources. Each grade supports their unit themes and concepts with field trips to create a layered and deeper experience of the topics taught. Many classes use smart boards and all grades incorporate technology to enhance the curriculum.

We need to continue to infuse our social studies units with critical analysis and inference skills in order to increase our students' performance.

Science:

Our level 3 and 4 fourth grade students decreased from 94% in 2008-2009 to 72% in 2009-2010 on the New York State Science exam for a decrease of 22%.

In science we provide a science specialist and science lab where instruction is infused with hands-on inquiry based science lessons. Third and fourth grade students are given science lab and experiments two days per week. We supplement the work in the science lab with content instruction in the classrooms. We also administer unit tests and review results to drive planning and instruction. To address this challenge we hired a full-time science specialist for the 2010-11 school year.

Academic Intervention

We have identified 96 AIS students. These students are serviced in small group instruction as needed throughout the day and are enrolled in our extended day program. We are also continuing to work with students in comprehension and fluency skills. In math, additional help is being given to students in the area of developing mathematical strategies to use for problem solving and developing number sense.

Professional Development:

We have developed a TC literacy model and a math investigation workshop. We will continue to keep these foundational structures. Based on our student data and teacher surveys, we have identified the need to increase our teachers' ability to analyze data and use it to develop differentiated lessons and student goals with time frames. Teachers have requested differentiated professional development to meet their individual needs, including help to develop individual teacher goals and having one on one planning time.

We are currently using professional development to support our teachers in analyzing data. This will allow them to understand where our students are on the learning continuum in each subject area. Professional development will focus on developing our best practices to move our student towards achieving their individual goals.

School Environment:

Our school environment is a community of elementary students and their families, educational staff and the surrounding community organizations. We are located in an urban setting in the lower east side of Manhattan. Our 2010-11 Progress Report score in the school environment section is 10.3 out of 15, which converts to a letter grade of A.

We continue to hold school wide professional development that focuses on looking at professional teacher goals and how to strengthen them. We are also analyzing our student work and journaling in order to strengthen the area of writing. Our coaches work with teachers during *lunch and learn* weekly grade level meetings and professional development days. These times are focused on developing our literacy units, mathematical conversations and setting goals for our students. Teachers welcome the opportunity to meet at these times and have reported that we have a collegial school community, which includes parents, students and teachers in many activities such as assemblies, publishing parties and ballroom dancing.

Although students do not participate in the Learning Environment Survey because we are an elementary school, we do value and encourage student participation and voice in our learning community. We have an elected student government comprised of a student president, student vice president, secretary, treasurer and sergeant of arms (safety). These student representatives, elected by our 2nd through 5th graders, under the guidance of a faculty leader, meet once per week to plan school social events, school improvement activities, fundraisers, and community charity events. They also meet regularly with the principal to discuss school issues and make suggestions on behalf of the student body.

Our parent survey results remain high in the area of parent satisfaction of education, parent involvement and communication. Our parent coordinator facilitates our parent community in a collaborative effort with administration, the PTA, the teachers, our School Leadership Team, our Guidance Department, our Pupil Personnel Team and CBOs. We also provide a monthly parent newsletter, monthly school calendar, monthly PTA meetings, bi-weekly School Leadership Team Meetings, and administration is easily accessible to parents via a monthly meeting with the officers of the PTA and with individual parent(s) as needed. We provide literacy and math workshops, workshops on test sophistication, and workshops on parenting. We hold a back to school night in the fall as well as parent/teacher conferences. In addition to the mandated report cards, parents receive three interim progress reports, which include their child's student goals. This year we have a strong focus on exposing our parents to the ARIS network. Through parent workshops, parents are able to navigate ARIS in order to view their child's progress and communicate with our staff.

To increase the effectiveness of our communication to parents about their children's student goals, we are working to develop student goal language that is targeted closely to student needs and is written in student and parent friendly language with timeframes for achievement.

According to our 2009-2010 School Progress Report, our annual attendance rate is 91.3%, which is a decline of 1.4% from the previous year. This score places us at the 38 percentile in our peer group and at the 18.7 percentile in the city horizon. This presents us with an immediate challenge to improve upon our rate of attendance. Consequently, it is a goal of both the PPR and this CEP.

We continue to have a written attendance plan developed by a team consisting of the guidance counselor, family worker, and parent coordinator. This team meets weekly to discuss attendance concerns and follow up action plans. Key concerns about individual students are brought to administration. For at risk students in attendance, we call home, conduct home visits, and schedule meetings with parents and the principal. In the event that the attendance does not improve, we contact our Attendance Teacher and remain in constant contact with her. As rewards for good attendance we announce the classes publicly, give out class sparkle cards, award excellent class and bestow individual student certificates

We actively work with multiple community based organizations to enrich the lives of our students. We currently have partnerships with the following CBO's. Ryan-Nena Health Clinic; Educational Alliance; Junior League; Arts Connection; Rosie's Kids; American Ballroom Theatre; The GO Project.

Significant Aids to School's Continuous Improvement

We use a uniform reading/writing curriculum anchored in Teachers College. Our teachers are continually improving in their use of data to assess and teach to students' literacy needs. At our planning meetings, teachers review student data and use the information to select appropriate teaching points and differentiate instruction, using the uniform curriculum and state standards as an anchor.

In the area of curriculum planning and alignment to state standards and testing, we have begun to curriculum map our science and social studies units to align more closely with our reading and writing workshop, both in the aspects of content and depth of instruction. This alignment will also help students to deepen their understanding of critical analysis and inference in the content areas. We have also begun to deepen our curriculum mapping in writing to align our students' needs and performance more closely with the state standards in response to reading and critical analysis in writing.

In the area of word study in grades K-2, we use differentiated phonics instruction and *Words Their Way*. In grades 3 to 5, we have created and implemented a differentiated curriculum using *Words Their Way* and a uniform instructional approach to infuse vocabulary and spelling across the curriculum.

In using the TERC program, students have developed a more hands on approach to mathematical learning. TERC games and activities have allowed the students to understand mathematical conceptual ideas across all grades. Intervention and enrichment is provided in extended day and Saturday Academy.

We use consistent and measurable testing, some generated outside of our school (ELA state test, ACUITY, ECLAS, DIBELS) and some school/teacher created (running records, unit tests, conferencing notes, check lists, teacher observations) to triangulate the data streams and tease out where our students need differentiated instruction. We are continuing to compare how our students are performing in relation to the state, city, our peer group and within each grade and classroom.

We help students to develop learning goals in reading and math and are continuing to use data to further develop differentiated, individual student goals with timeframes.

Our emphasis on professional development recognizes that good teaching practices are the foundations of school wide improvement. We have full time coaches and instructional specialists who model best teaching practices, provide for interclass and interschool visitations, have weekly grade level planning, provide mentoring for new teachers and lunch and learn sessions. Teachers are also invited to choose in house and external workshops that focus on professional needs or student needs.

This positive response from our parent community is facilitated by our parent coordinator in a collaborative effort with administration, the PTA, the teachers, our School Leadership Team, our Guidance Department, our Pupil Personnel Team and CBOs. We also provide a monthly parent newsletter, monthly school calendar, monthly PTA meetings, bi-weekly School Leadership Team Meetings, and administration is easily accessible to parents via monthly meeting with the officers of the PTA and with individual parent(s) as needed. We provide literacy and math workshops, workshops on test sophistication, and workshops on parenting. We hold a back to school night in the fall as well as parent/teacher conferences. In addition to the mandated report cards, parents receive three interim progress reports which include their child's student goals. To increase the effectiveness of our communication to parents about their children's' student goals, we are working to develop student goal language that is targeted closely to student needs and is written in student and parent friendly language with timeframes for achievement.

Significant Challenges (Barriers) to School's Continuous Improvement

The decision of the New York State Department of Education to raise the cut scores to determine proficiency in both ELA and Mathematics presents us with the challenge of refining our teaching practices and units of study to meet the raised level of expectation. We do this through thoughtful data analysis to recognize trends across the grade levels to inform our planning and instruction. The ARIS portal is a most useful tool for this strategy.

Areas of focus are decoding, reading accuracy, and reading comprehension. These are core reading strands that support the foundations of reading. We will continue to target this at risk population, differentiate instruction and monitor growth so this group can continue to make the gains prior cohorts of our students have achieved.

In the face of severe budget cuts, we must preserve our robust professional development. We must look at all areas of budgeting including contracts, programming, scheduling, interclass visitations, mentoring and grade level planning to assure that we continue to develop our teachers, the backbone of our instructional program.

We continue to work on increasing communication and engagement amongst the faculty so they may play an increasingly meaningful role in setting goals and making important decisions.

The current fiscal crisis requires that we continue to seek outside funding to help us to continue to maintain monies to support our enrichment services throughout the day and after school. In regards to first and second grade reading rate (fluency) we are working towards having our student benchmark in this area. We are focusing on automaticity (speed and accuracy) and phrasing and expression. Focusing in this area will improve overall comprehension.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

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

Goal 1

To improve student performance in ELA as indicated on the New York State ELA exam where student performance is demonstrated.

- In the 2009-2010 school year, 26.5% of PS 64's students achieved proficiency (Level 3 or 4). In the 2010-2011, we will improve the rate of students making progress by 15 %.
- Additionally, we will improve the performance of CTT students by 15%, from 5.3% to 20.3% proficiency.

Goal 2

To improve student performance in math as indicated on the New York State math exam where student performance is demonstrated.

- In the 2009-2010 school year, 44.7% of PS 64's students achieved proficiency (Level 3 or 4). In the 2010-2011, we will improve the rate of students making progress by 15 %.

Goal 3

To improve student attendance as indicated on the school environment section of the progress report.

- In the 2009 – 2010 school year, PS 64M achieved an attendance rating 91.3%, which was in the 38 percentile in the peer horizon. We will increase that to 95 %.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve student performance in ELA as indicated on the New York State ELA exam where student performance is demonstrated.</p> <p>In the 2009-2010 school year, 26.5% of PS 64’s students achieved proficiency (Level 3 or 4). In the 2010-2011, we will improve the rate of students making progress by 15 %.</p> <p>Additionally, we will improve the performance of CTT students by 15%, from 5.3% to 20.3% proficiency.</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>	<ol style="list-style-type: none"> 1. Hire one full-time literacy coach with Title I funding. 2. Structure a school-wide literacy block from 8:30 – 11:00AM. 3. Hire .5 AIS specialist with Tax Levy FSF to provided targeted instruction in ELA to at-risk students. 4. Increase classroom observations and feedback to monitor and assess delivery of instruction. 5. Provide ongoing professional development on ELA CCS through the Network Support Team. 6. Increase frequency of guided reading for students at or above grade level during literacy block. 7. Focus inquiry work on student writing. 8. Implement non-fiction response to literature writing on Fridays, focusing on essay format and stamina. 9. Focus extended day on item analysis trends.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Tax Levy; Title I for professional development</p>

Indicators of Interim Progress and/or Accomplishment

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

1. Computer Adaptive assessments will give evidence of student growth.
2. Informal assessments (unit tests, running records, quizzes, conference notes, checklists) will give evidence of student growth.
3. Student end-of-unit writing samples with rubrics will give evidence of student growth and increased volume.
4. Spring 2011 ELA Exam will indicate 41.5% of PS 64 students at or above grade level.

Subject/Area (where relevant): Math

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve student performance in math as indicated on the New York State math exam where student performance is demonstrated.</p> <p>In the 2009-2010 school year, 44.7% of PS 64’s students achieved proficiency (Level 3 or 4). In the 2010-2011, we will improve the rate of students making progress by 15 %.</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>	<ol style="list-style-type: none"> 1. Hire one full-time math coach with Title I funding. 2. Implement school-wide 90-minute math block in the afternoon. 3. Hire .5 AIS specialist with Tax Levy AIS funding. 4. Increase classroom observations with feedback to monitor and assess delivery of instruction. 5. Implement TC math professional development Collaborative Leadership Communities with a focus on Math CCS. 6. Focus extended day on item analysis trends.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Tax Levy; Title I for professional development; C4E</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ol style="list-style-type: none"> 1. Computer Adaptive assessments will give evidence of student growth. 2. Informal assessments (unit tests, running records, quizzes, checklists, math journals) will give evidence of student growth. 3. Spring 2011 Math Exam will indicate 59.7% of PS 64 students at or above grade level in mathematics.

Subject/Area (where relevant): Attendance

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve student attendance as indicated on the school environment section of the progress report.</p> <p>In the 2009 – 2010 school year, PS 64M achieved an attendance rating 91.3%, which was in the 38 percentile in the peer horizon. We will increase that to 95 %.</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>	<ol style="list-style-type: none"> 1. Weekly meeting with attendance team and network attendance teacher to identify students chronically absent and plan home visits. 2. Review, revise, and implement attendance plan. 3. Provide monthly incentives to students with perfect attendance. 4. Provide awards three times a year to students with perfect attendance.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Title I for parent involvement</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ol style="list-style-type: none"> 1. Weekly attendance report will reflect 95% or better. 2. Attendance section on 2010-11 Progress Report will indicate 95% or better.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A	5	2	1	0
1	16	16	N/A	N/A	3	1	1	0
2	20	20	N/A	N/A	2	3	2	2
3	14	14	N/A	N/A	3	3	2	1
4	25	21	25		6	2	3	2
5	19	19		19	5	1	4	3
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>Wilson, a decoding program for grades 3-5, is implemented in small groups during the school day and extended day. Voyager Passports is implemented in grades 1 and 2 during extended day. Wilson Foundations and Recipe for Reading decoding and fluency programs for grades K-2 are implemented in small groups during the school day and extended day; Comprehension programs, administered in small groups during the literacy block, include the comprehension tool kit.</p>
<p>Mathematics:</p>	<p>Math Intervention is provided in small groups during the school day, extended day and after school. To address computational skill deficiencies, teachers use VersaTiles, MathSteps, and TERC Mathematics games and activities. To increase students' problem-solving abilities, Kaplan Keys and Test Companion is implemented which focuses on conceptual understandings and approaches to problem solving. At-risk students also receive one on one attention from the teacher through conferencing and scaffolded support during the math workshop.</p>
<p>Science:</p>	<p>Science is taught by both the science cluster and the classroom teacher. In both venues, small group work allows the teacher to scaffold the learning of scientific concepts and vocabulary. Individual conferring with students insures that they all participate in and understand scientific experiments and draw thoughtful conclusions. An additional science teacher works with the 4th grades several periods a week in preparation for the 4th grade state science exam.</p>
<p>Social Studies:</p>	<p>During content area studies, students work in small guided groups to better absorb and analyze the particular information about which they are reading. Vocabulary development is a focus for all students, with particular emphasis on working with at-risk students in small groups. Engagement in research is scaffolded carefully so students learn how to read and synthesize information before writing it in their own words. Much of this work is done individually with the classroom teacher, student teachers, and other available adults via conferencing.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Teachers, parents and/or other school administrators approach the guidance counselor with concerns about students who may need at-risk counseling services for various reasons (i.e. problems at home). Counselor then provides short or long term group or individual counseling, depending on the issue (s) during the school day. Counselor also has an "open-door" policy in which students come to her office with teacher's permission seeking counseling and/or guidance.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>At Risk services include consultation to teachers, close observations of students, conducting Functional Behavior Assessments, and developing Behavior Intervention Plans. At Risk counseling can be provided whenever time allows and contingent upon the completion of 201 cases in a timely manner.</p>

At-risk Services Provided by the Social Worker:	School-based mental health services for Pre-K through 5 th grade are implemented during the school day and after school program. Individual, group, and family counseling are provided. Play therapy as well as talk therapy are used to address issues such as anxiety, sadness, anger, self-esteem, etc.
At-risk Health-related Services:	We have an onsite health clinic, Ryan Nena, which services our students with the primary focus on childhood obesity.

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

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

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

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

Section I. Student and School Information

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

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under

Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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

Section III. Title III Budget

School: _____ BEDS Code: _____

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

The data and methodologies used to assess the school's written translation and oral interpretation are the home language surveys, surveys conducted at PTA meetings, and informal teacher/faculty observations.

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.

Our data collection showed that Spanish is the language used at home for many of our families. Other ESL populations that we identified are Arabic, Chinese, Tibetan, and Bengali. This was reported to the school community throughout the school year at PTA meetings. We use the translation and interpretation services provided by the DOE. Parents of 8 students are Spanish speakers. The parents who are Spanish speakers receive translated information in print whenever available. They are also provided a Spanish speaking interpreter during parent teacher conferences. There is one Chinese speaking parent. This parent is provided translated materials and is also provided with a conference call option wherein they can speak with both the teacher and a Chinese interpreter regarding the child.

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.

PS 64 has a full-time family worker, fluent in Spanish, to work with the Parent Coordinator to address the written translation needs of Spanish speaking parents. For the other languages, we use the translation and interpretation services provided by the DOE, including documents available online in native languages.

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.

PS 64 has a full-time Parent Coordinator to assist in the oral translation services provided by the school during all PTA meetings, “Meet the Teacher Evening”, Parent-Teacher Conferences, and all meetings with the school administration and parent, which require a translator in Spanish. School staff members fluent in Spanish (social workers, school aides, and teachers) will assist in oral translations during Parent-Teacher Conferences, Educational Planning Conferences, and other conferences requiring a translator as determined by the Principal. For the other languages, we use the translation and interpretation services provided by the DOE.

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 will fulfill Section VII of Chancellor’s Regulations A-663 using both written (letters home via backpack) and oral means (notification at PTA meetings).

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	207,459.00	86,965.00	294,424.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	2,075.00	870.00	2,945.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	14,721.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	29,442.00	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

PS 64 PARENT INVOLVEMENT POLICY

Parents and families of students in the PS 64 School Community participate in school-based planning committees, and in the School Leadership Team. Parent education activities that relate to building strong home/school partnerships, family literacy, child development and accessing the services of community resources are also available. To increase parent involvement, PS 64 will:

- Offer parent training workshops/meetings related to:
 1. Child discipline – Effective discipline for children
 2. Understanding ADHD
 3. How to help children become better readers
 4. Test preparation and how to help their children with reading and math skills
 5. Child health insurance
 6. Asthma: Prevention and treatment
 7. Personal Safety and Violence Prevention
 8. Stress Management
 9. Child Abuse Prevention/Rules and Regulations
 10. Domestic Violence
 11. Bereavement
 12. Summer Camp and Educational Opportunities
 13. Homework: How Parent Can Help
 14. Single Parents: Issues and Challenges
 15. Grandparents raising grandchildren

- Encourage parents to network with each other and to communicate with region/school staff.

- Send representatives to district level committees and/or regional level committees, which will include parent leaders who are on school-based committees, and the School Leadership Team.

- Encourage parental involvement in our school by:
 1. Establishing a school level Parent Advisory Committee
 2. Conducting outreach activities and training parents, especially new parents and non-English speaking parents

3. Training administrators and teachers in strategies that enhance meaningful parent involvement
 4. Holding orientation meeting to present the overall goals of our school, as well as specific grade/class goals
 5. Encouraging and training parents to volunteer and assist in classrooms, in libraries and on trips
 6. Distributing notices in the languages spoken by the parents
- Provide a Parent Room (B72) in which parents will feel welcome and can coordinate activities for parent involvement
 - Provide resources for family outreach to assist and inform parents, and involve them in the school community
 - Monthly Parent Workshops provided for all parents to develop knowledge of instructional program, assessments for city and state standards, Chancellor's Promotional Policy and Student Code of Behavior
 - Parents will be notified through a monthly calendar, letter and flyers as to the date and time of meetings and workshops to address the implementation of instructional programs
 - Parents and staff will share responsibility for student performance through Parent/Teacher conferences, School Leadership Meetings, Pupil Personnel Committee, Family Support and Intervention Conferences
 - Parental involvement will occur through attendance at annual Fall Back-to-School Night to present and discuss curriculum expectations, assembly programs, and use of parent volunteers for the classroom and lunch programs. Pilot program for parents as reading partners will be established. PA fundraising events to support student achievement
 - Meetings are scheduled at various times during and after the school day to accommodate parents
 - Responses to parent written comments will be done through phone contact or written communication to contact appropriate supervisor
 - Parent contact will be made through monthly calendars, letters, parent newsletters and phone calls to inform of school's instructional programs and performance standards, student assessments and summer programs
 - Policy is reviewed annually in June

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

SCHOOL / PARENT COMPACT

Dear Parents,

As part of the goals and objectives of our School Leadership Team, we have developed a **School / Parent Compact**, which provides for increased parent involvement of PS 64 in making decisions which affect the education of your child. Please read and review the

TEMPLATE - MAY 2010

PS 64 School / Parent Compact and return the tear-off to your child's teacher. If you have an concern, suggestions for improvement or other information about our **School / Parent Compact**, please feel free to make an appointment to see me. As always, your involvement and participation in our School Leadership Team meetings is welcome.

Thank you very much for your continued support and cooperation.

Sincerely,

Marlon L. Hosang
Principal

“PARENTS ARE PARTNERS”

“When parents actively participate in their children’s education, studies have shown that their children do better. Neither schools nor parents alone can ensure the educational success of the child. It takes working together toward this common goal. In a society comprised of diverse family structures, and with so many demands placed on them, schools needs become even more sensitive to family needs. Steps should be taken to ensure that parents, in cooperation with their children’s school, have an opportunity to share in their children’s educational experience. Toward that end: the new Federal Improving America’s Schools Act, provides that each Title 1 school shall jointly develop with parents a School/Parent Compact that outlines how parents, the entire school staff and students will share that responsibility for improved school achievement.”

The entire PS 64 school community of school staff, parents and students working cooperatively in providing a successful educational experience for all students agree that;

PS 64 AGREES:

- to provide annual meetings for Title I parents to inform them of the Title I program at PS 64 and their right
- to actively involve parents in planning, reviewing and improving the Title I programs and parental involvement policies at PS 64
- to provide parents with timely information about all programs
- to provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information
- to provide high quality curriculum and instruction
- to provide students wit the educational materials necessary to achieve success
 - parent teacher conferences
 - frequent reports to parents on their children’s progress
 - reasonable access to staff
 - opportunities to participate in and observe their child’s class
- to provide opportunities for parents to participate in school-wide activities
- to assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e., workshops on reading/math strategies, behavior modification programs, etc.

- to work together with the entire school community through the School Leadership Team and other school activities to provide an optional educational experience for children.

PS 64 PARENTS AGREE:

- to become involved in developing, implementing, evaluating and revising the school / parent involvement policy
- to use or request assistance that the school or region may offer on child rearing practices and teaching / learning strategies
- to work daily with our children towards improving their schoolwork
- to monitor our children’s
 - attendance at school to achieve the Chancellor’s promotional standards of 90% attendance
 - class work and homework
 - correspondence from the teacher or school
 - television watching
- to share the responsibility for improving student achievement
- to communicate with our children’s teachers about their educational needs
- to actively participate in the PS 64 PA and other related school activities
- to reach out to the parent community on what type of training or assistance we would like in order to further enhance the educational program

I have read and reviewed the PS 64 School / Parent Compact. I will make every effort to insure that the agreements noted are adhered to by me, my child / children and the school.
Please sign and return to your child’s teacher.

Parent’s Signature _____ Date _____

Child’s Name _____ Class _____

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.

Data driven instruction is a key element of our success in meeting the individual needs of our students. We will continue to utilize data from state tests, Acuity, ECLAS, EPAL, DIBELS, running records, conferencing notes, reading and math logs, unit tests, and checklists to drive our instruction. Based on the results of these ongoing assessments and classroom observations the students will be grouped and regrouped as their needs change as indicated by the data. With this information we will continue to set benchmark performance goals for individual students, small groups, grades and the school. Lesson plans will be designed to target specific needs for each differentiated group and individual students within each group based on the data. We will review IEPs and ELL needs and use them to modify instruction. Data will be used to plan additional intervention support for at risk students throughout the day, during extended day and during after school. Intervention programs include Wilson, Foundations, Voyager Passport, Comprehension Tool Kit, Recipe for Reading, Math Steps and hands on games and activities from TERC Math.

All students will participate in content area read aloud and shared reading which includes primary and secondary sources at their appropriate grade levels to ensure that our learners are being instructed in the curriculum for their grade. This strategy will help to build background knowledge in content areas and increase content area vocabulary. In social studies, teachers will focus on the big ideas and essential questions to further students' understandings. Materials and activities will include use of primary sources, artifacts, field trips, articles, magazines, and research based projects.

The writing curriculum includes greater emphasis on critical analysis, inference skills and vocabulary in writing an analytical response. Students will continue to spend more time writing on demand. Rubrics and checklists will continue to be used to set individual student goals as well as class, grade and school targets for improved writing.

In the area of word study in grades K-2, we use a differentiated phonics instruction and Words Their Way. In grades 3 to 5, we have created and begun to implement a differentiated curriculum using Words Their Way and a uniform instructional approach to infuse vocabulary and spelling across the curriculum. We also use supplementary programs throughout the day which include Wilson, Foundations, Recipe for Reading, Voyager Passport to meet the differing needs of our students.

Guided Reading instruction will continue to be provided to at risk students in each class on a daily basis. Our support staff that provides this service delivers targeted instruction to these students based on their needs as indicated by the data. These small groups are changed fluidly according to the students' needs.

The Pupil Personnel Team is a multidisciplinary committee. It recommends prevention and intervention services for students. It monitors, evaluates and modifies interventions. It identifies and develops supportive strategies and services. Bi-monthly Pupil Personnel Team/Academic Intervention Services meetings are held with all support service providers, administration and a teacher representative. Referrals for academic intervention or guidance services are reviewed, student needs are assessed and service providers are identified. This information is shared with classroom teachers. Follow up conferences are scheduled regularly to assess student progress. Support services are coordinated through the Academic Intervention Coordinator and the guidance counselor. Referrals from teachers for support services are initiated with a Guidance or AIS Referral Sheet followed by a planning conference. The case, when warranted, is placed on the PPT agenda for discussion and planning a course of action. Student services are coordinated to avoid replication of services and to serve all identified children.

3. Instruction by highly qualified staff.

All of our teachers are certified. They receive weekly professional development through grade level conferences to foster their understanding and use of best practices.

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.

We have a professional development team comprised of the principal, assistant principal, literacy coach, math coach, AIS coordinator, and instructional specialist who are well versed in the most current and effective practices. The team plans and evaluates all professional development to address the school's needs. They use data to differentiate instruction and revise curriculum. The team provides workshops and in classroom support for teachers by modeling lessons and assisting in planning. The staff also attends Math in the City workshops. Selected staff members attend training for Wilson, Foundations, Recipe for Reading, science and social studies workshops. Information and professional development is turn keyed within the school via inter-class visitations and grade level weekly meetings.

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

We offer a great deal of professional development and foster a supportive learning community for all staff members. Our staff participates in vertical and horizontal grade level planning meetings allowing teachers to be well informed in grade and school issues. We find that our supportive learning community has been extremely effective in attracting high quality teachers. Also, we have relationships with NYU and Metropolitan College, which provide us with well-qualified candidates, some of whom have done student teaching in our school.

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

Our Parent Coordinator facilitates ongoing opportunities for parents to become active participants in the school community through frequent workshops. We are also working to develop and implement structures in parent friendly language for communicating individual student goals to parents and guardians.

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.

Our school has an on-site Head Start Program in collaboration with Educational Alliance. Oral language development is an integral part of preparing our pre-school students for meeting the NYS Early Literacy Competencies in Grades K-3. Language and vocabulary development around rich read-aloud experiences prepare our youngest children for understanding complex texts and engaging in higher order thinking tasks. An integrated curriculum, guided by thematic planning, provides for concept explorations through hands-on experiences. Developmentally-appropriate early learning experiences build on students' prior knowledge and create a strong foundation for success in school.

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 use data to drive their daily lesson planning, differentiation and student grouping. The use of data includes but is not limited to the following: running records, ACUIITY, DIBELS, conferencing notes, ECLAS, EPAL, unit checklists, unit assessments, state exams, reading logs, writing journals, reading and math journals. Classroom teachers use this data to determine the direction of their whole group instruction, small group instruction and individualized instruction for students. Support staff use this data to trend various student populations, by class, grade and throughout the school. Teachers collect a variety of data on a daily basis and have become accustomed to using data to drive practices in their classroom.

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.

Teachers use the data mentioned throughout this document to identify students that are at risk. Students are grouped according to their academic needs. Grouping is flexible to adapt to changes after benchmarked assessments. Teachers provide the students with Tier I intervention services in the classroom throughout the day. Some of these interventions may include, but are not limited to small group instruction, guided reading, strategy lessons and Math hands on games and activities. If the Tier I interventions are deemed insufficient by ongoing assessments, then the student is provided with Tier II intervention services which are provided by an out of the classroom specialist and/or during extended day. Some of the interventions used by the specialists are: Wilson, Foundations, Voyager Passports and Recipe for Reading. Once Tier I and Tier II interventions have been exhausted and the student is still not making adequate progress, the Pupil Personnel Committee will review the case.

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.

Our school receives Title I funding and grants. These funding sources provide resources for academic intervention, enrichment programs and guidance services. Educational Alliance provides funding for our Head Start program, our after school program and social work. Grants provide funding for violence prevention.

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

Explanation/Background:

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

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

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						

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

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

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

Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

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, CORRECTIVE ACTION, OR RESTRUCTURING

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

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

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

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

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
 - There are currently 5 students identified as residing in temporary housing.
2. Please describe the services you are planning to provide to the STH population.

Part B: FOR NON-TITLE I SCHOOLS

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

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

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 064 Robert Simon					
District:	1	DBN:	01M064	School		310100010064

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	26	26	32		91.6	92.7	91.3
Kindergarten	44	46	53				
Grade 1	48	43	47	Student Stability - % of Enrollment:			
Grade 2	53	43	45	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	47	50	40		95.2	96.0	90.4
Grade 4	38	50	52				
Grade 5	44	32	53	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		79.3	90.5	90.5
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		6	17	25
Grade 12	0	0	0				
Ungraded	0	2	0	Recent Immigrants - Total Number:			
Total	300	292	322	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					0	0	1

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	19	23	19	Principal Suspensions	4	7	9
# in Collaborative Team Teaching (CTT) Classes	45	40	64	Superintendent Suspensions	2	1	0
Number all others	11	13	16				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	26	30	31
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	12	9	7
# receiving ESL services only	15	13	TBD				
# ELLs with IEPs	1	5	TBD	Number of Educational Paraprofessionals	5	5	9

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	61.5	56.7	67.7
				% more than 5 years teaching anywhere	50.0	46.7	54.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	88.0	90.0	93.5
American Indian or Alaska Native	1.0	1.4	1.6	% core classes taught by "highly qualified" teachers	95.2	100.0	100.0
Black or African American	24.0	22.9	24.8				
Hispanic or Latino	66.7	65.8	61.8				
Asian or Native Hawaiian/Other Pacific	5.7	5.8	6.8				
White	1.7	3.1	4.3				
Male	54.0	52.1	55.6				
Female	46.0	47.9	44.4				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	31	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	10.3	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	5.4	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	15.3						
<i>(Comprises 60% of the</i>							
Additional Credit:	0						

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 406	District 01	School Number 064	School Name Robert Simon
Principal Marlon Hosang		Assistant Principal Daniela D'Arcangelo	
Coach Sandra Capers, Math Coach		Coach Thea Krumme, Literacy Coach	
Teacher/Subject Area Jennifer Goldenberg, 4th Grade		Guidance Counselor Kimberly Daniels	
Teacher/Subject Area Fara Lazerus, Sp Ed, Gr. 1/2		Parent Mildred Bueno	
Teacher/Subject Area Letitia Denvir, ESL Teacher		Parent Coordinator Gladys Concepcion	
Related Service Provider Colleen Lukenich, SETTS/IEP		Other Alyssa Leone, UFT Chapt Leader	
Network Leader Sandra Litrico		Other Donna Manganello, Instr. Spec.	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	321	Total Number of ELLs	21	ELLs as Share of Total Student Population (%)	6.54%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

LL Identification Process

1. The program at PS 64 is a free-standing ESL program. Currently, bilingual and dual language options are not available at PS 64 as there has not been a demand for these models in recent years. Regardless, parents are made aware of all three program choices in the following ways:

-Parents come to school with their children prior to the beginning of the school year. At this time, parents are interviewed by the licensed ESL pedagogue as well as the parent coordinator. Interviews are conducted in the native language when appropriate.

-Parents are given a Home Language Information Survey. Based on the parents' response to questions on this survey, the licensed ESL teacher determines student eligibility for the LAB-R (Language Assessment Battery-Revised) exam to determine whether or not the student will receive ESL services.

-If the student is eligible for second language services, based on their score on the LAB-R exam, parents are informed in English and in their native language to let them know that their child qualifies for ESL, bilingual or dual language classes.

2. A parent orientation is held at the beginning of the school year with the Parent Coordinator and translators and licensed ESL Teacher to inform parents of program choices available. The three program models are ESL, transitional bilingual and dual language. During this meeting, all the parents view the Orientation Video provided by the New York City Department of Education. PS 64 objectively presents all program models, to allow parents to make the choice that they most prefer. Within 10 days of registration and they make an informed decision about what program they would like their child to participate in.

3. Parents are given the Entitlement letters, parent survey and program selection form in the school by hand either by the classroom teacher or the ESL certified teacher. Parents are given a date by which to return these forms, and if forms are not received the parents are contacted and asked to either return the required forms or meet with teachers or administration. All forms are provided in the parents' home language. The orientation video is also shown in the home language when applicable. This process takes place within the first ten days of school.

Parents are informed that while PS 64 only offers ESL, if they would prefer their child to attend an alternative program, they will be given the names of other schools that offer the program of their choice. Parents are offered to move to a school that provides the alternative option, or to remain at PS 64 in the free-standing ESL program.

4. ELL students are identified within the first 10 days of school and begin services according to their proficiency level immediately thereafter. Students receive 360 minutes of instruction per week by the certified ESL pedagogue if they are beginners or intermediate. Students receive 180 minutes of ESL instruction per week if they are advanced, as well as 180 minutes of ELA instruction in the classroom. All new students are administered the Language Assessment Battery (LAB-R) if their home language survey indicates that a second language is spoken at home. Thereafter, letters are sent home informing parents of the purpose of the test and of their child's score on the test. Copies of all forms and letters are kept on file at the school.

5/6. In reviewing the parent survey forms for the past few years, data indicates that parents tend to opt for the ESL program at PS 64 for their children. For the 2007-2008 school year, of all 21 ELL students registered at PS 64, 20 parents requested ESL. For the 2008-2009 school year, of the three new students eligible for language services, all parents opted for the ESL program choice at PS 64. Additionally, all parents chose ESL for the 2009 -2010 school year, and parents of all six of the newly identified students opted for ESL services at PS 64 for the 2010 -2011 school year.

Since parents have not requested additional programs such as Bilingual Education and Dual Language Programs, PS 64 does not offer such programs at this time. However, the ESL certified teacher and the LAP team periodically reviews parent program choices to track any changes in the requests for programs. If parents begin to choose the dual language, or transitional bilingual options, the school will offer these options.

Data indicates that the parents at PS 64, with children who qualify for ELL services, have consistently requested the ESL program. The data also further indicates that these parents have opted for their child to remain in a mainstream classroom with additional support in balanced literacy and content area instruction. Since parents have not requested additional programs such as Bilingual Education and Dual Language Program, the school has not needed to build an alignment.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0								0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0								0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0								0
Push-In	0	0	0	0	0	3								3
Total	0	0	0	0	0	3	0	0	0	0	0	0	0	3

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	21	Newcomers (ELLs receiving service 0-3 years)	17	Special Education	0
SIFE	4	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	17			4						21

Total	17	0	0	4	0	21								
Number of ELLs in a TBE program who are in alternate placement: <u>0</u>														

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	1	1	4		2								9
Chinese	4	1			2	1								8
Russian	1													1
Bengali		1	1			1								3
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	6	3	2	4	2	4	0	0	0	0	0	0	0	21

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Programming and Scheduling Information

1/2.Beginning and Intermediate students receive a period (60 minutes) or two of ESL instruction daily in either a free-standing ESL pull-out model, a push-in model, or a combination. Beginning and Intermediate students receive 360 minutes of ESL pull-out instruction per week by the certified ESL teacher. Advanced students receive 180 minutes of ESL instruction and 180 minutes of ELA instruction in the classroom per week as mandated by the Department of Education as per their LAB-R or NYSESLAT scores.

The size of the ESL pull-out class ranges from 2 to 7 students, allowing the ESL certified teacher to address the students' different learning styles and differentiate instruction. The ESL teacher also provides two days of extended day instruction for the mandated in which a targeted group of ESL students returns to the ESL classroom to continue to develop their language skills and to review skills and strategies learned that day or that week.

Students engage in collaborative group work and cooperative learning experiences that promote problem-solving and accountable talk. ELLs are immersed in lessons that provide explicit instruction in the structure of English, background building, knowledge, vocabulary and oral language. Many factors are looked at with extreme consideration when grouping the students, including language proficiency, age, academic needs, and class curriculum. For ELLs with special needs, including Students with IEPs, SIFE students and ELLs who have been in US schools for less than three years, there is even greater consideration and supplemental techniques, strategies and scaffolding used during instruction. These students are often given more individualized support and instruction to help meet their educational needs.

3. Instruction is designed to target the needs of ELLs, especially in the areas of reading. Units are planned in alignment with state standards and classroom content so that students can hone skills they need for success in the classroom as well as success on state tests. For example, if the students are working on reading and writing personal narratives in the classroom, there will be additional instruction in the ESL classroom environment which will focus on helping students to access the language of personal narrative stories, and provide vocabulary support and reading strategies to improve students understanding of the topic.

The ESL teacher employs the SIOP lesson plan format in order to design individual lessons as well as units of study. In this manner, students' growing reading skills are always supported by both a language and content objective in each lesson, and students always have an opportunity to learn, practice, and synthesize the new skills learned. The New York State English as a Second Language learning standards are applied to all lessons. In the ESL and mainstream classroom, leveled classroom libraries are used for independent and guided reading activities. Students are exposed to rich language, strong story patterns and vocabulary levels that extend student schema. The ELL teacher plans lessons for listening and speaking from the Side by Side series of textbooks, and provides a textbook to each child. In order to support reading and writing, instructional tools used include the Visions textbook series, National Geographic leveled non-fiction readers, Connect, Quickreads, as well as internet resources such as Timeforkids.com for appropriately leveled non-fiction reading.

The ELL teacher provides instruction in Balanced Literacy (writing and reading workshops, guided reading), phonics, math, social studies, science, and beginning English language development. The students are taught with proven ESL methodologies such as Total Physical

Response (TPR) and CALLA (Cognitive Academic Language Learning Approach) in addition to sound teaching practices such as scaffolding. The types of scaffolding that are used at PS 64M include modeling, bridging (ex.: Think-Pair-Share), contextualization (ex.: self-assessment, reciprocal teaching). Additionally, the ELL students are scaffolded through schema building. This is done by focusing on school wide weekly strategies such as identifying cause and effect, author's purpose, sequencing, inferring, main idea and supporting details, and character analysis. This will provide the students opportunities to identify and practice using the strategies outside their mainstream classroom.

Authentic literature, thematic units and Author Studies are a large focus in the ELL classroom. In addition, there are a wide range of books that target each grade and language level, including an extensive Author Study Library.

Students are taught in a language-rich ELL classroom where there are ample instructional materials, books, and English language learning games that address and strengthen the needs of each student at each grade level.

4. ELLs who are designated code R (Reading), code W (Writing), code AR (At Risk), code HO (Hold Over), and code SE (Special Education) in the Extension of Services report will receive extra support in building and strengthening literacy skills through small group instruction. During the reading and writing workshop block, tier II students (students designated at-risk) will be instructed using reciprocal teaching, a method in which reading strategies such as predicting, questioning, clarifying, and summarizing are emphasized and practiced on a daily basis. Emphasis is placed on auditory, visual, and tactile experiences. ELL students in grades K thru 3 will participate in the Passport Voyager program, which will be implemented through small group instruction, designed to develop and build the phonemic background needed to become successful readers and writers.

There are currently 3 ESL students with special needs (in a CTT class setting) at PS 64. There are currently no SIFE students at PS 64.

The certified ESL teacher works with special education teachers of ESL students to adhere to recommendations on students' IEP's and to establish a successful plan of instruction for these students. The ESL certified teacher works with classroom teachers and the school's academic intervention team regularly throughout the year to continue to serve students according to their specific special needs.

Academic Intervention Services (AIS) are available for Students with Interrupted Formal Education (SIFEs) and ELLs who experience delayed literacy development and whose difficulties are temporary or intermittent. This year at PS 64, there have not been students requiring these additional services but they AIS also helps to meet the needs of ELLs that require additional assistance to meet the City and State Standards in English Language Arts. The AIS program addresses these students' needs through a reading program that provides for the development and strengthening of literacy skills. Emphasis is placed on auditory, visual and tactile experiences.

Classroom teachers are sensitive to the learning styles of ELL students and implement interventions for these students in their classrooms. Some interventions include the use of pictures to support language, allowing students to write and speak in their first language while learning English, as to build their confidence and allow them to learn English in a more natural way at their own pace. Teachers often use graphic organizers with ELL students, as well as incorporate peer tutoring and conferencing throughout the school day. PS 64 also allows teachers to have access to many resources which helps support ELL students; learning, such as books on tape, leveled libraries, vocabulary and spelling resources, and technology. Having these structures in place allows all students to thrive academically.

LEP students who have not met the performance standard in listening:

Students engage in collaborative group work and cooperative learning experiences that promote problem-solving and accountable talk. ELLs are immersed in lessons that provide explicit instruction in the structure of English, background building, knowledge, vocabulary and oral language. In order to address the needs of students who need further practice in listening we will engage in a variety of activities. Students will listen to academic texts for specific information, take notes, and report back. Students will work in differentiated groups with peers and gain exposure to the vocabulary, intonation, and details evident in the speech of others in that group. Students will be exposed to many different listening experiences. They will not only listen for information from the teacher and their peers, but also take notes on web based videos and information on tape while and complete comprehension exercises. Methodologies such as TPR (Total Physical Response) will be used in the classroom by giving students specific instructions for completing physical activities. Repetition of words and ideas, and visual cues to go along with spoken language will also help students who are developing their listening skills and as always instruction will be differentiated according to the needs of each student.

LEP students who have not met the performance standard in speaking:

LEP students who require further development of speaking skills will engage in lessons that provide practice with a variety of interactions. Students will use the interview method in their pull-out classroom to communicate with other students and to report back to the group. Art

will be used in the classroom both as a high interest conversation starter as well as a form of self-expression in order to facilitate speaking in descriptive language. Students will listen to academic texts for specific information, take notes, and report back. Students will work in differentiated groups with peers and gain exposure to the vocabulary, intonation, and detail evident in the speech of others in that group. Students will consistently be assessed using the Student Oral Language Observation Matrix (SOLOM), with careful attention paid to development of comprehension, fluency, vocabulary, grammar and pronunciation. Class activities will center around oral performance activities that include, discussing, describing, persuading, evaluating, and debating.

LEP students who have not met the performance standard in reading

In order to best serve students who require continued support in reading under the CR 154 extension of services, the teacher uses a variety of instructional methods. The ELL teacher provides instruction in Balanced Literacy (writing and reading workshops, guided reading), phonics, math, social studies, science, and beginning English language development. The students are taught with proven ESL methodologies such as Total Physical Response (TPR) and CALLA (Cognitive Academic Language Learning Approach) in addition to sound teaching practices such as scaffolding. The types of scaffolding that are used include modeling, bridging (ex. Think-Pair-Share), contextualization (ex. Story retelling, picture walks), and metacognition (ex. Self-assessment, reciprocal teaching).

Building background knowledge is an essential part of the ESL classroom prior to reading activities. Student knowledge will be tapped into and built upon before reading of text begins, this includes both vocabulary and content. Inferencing, analysis and attention to text structure will be explicitly taught, furthering students' ability to read for meaning. Students will connect to characters and authors through literature response groups. They will be asked to respond to teacher generated questions and prompts, as well as to develop their own questions about the text in small groups. Students will also participate in reader's theater, and create timelines, collages, posters, and scripts in response to text.

Students will practice reading strategies such as identifying cause and effect, author's purpose, sequencing, inferring, main idea and supporting details, and character analysis during independent reading or guided reading groups. This will provide the students opportunities to identify and practice using the strategies outside their mainstream classroom. Students are taught in a language-rich ELL classroom where there are ample instructional materials, books, and English language learning games that address and strengthen the needs of each student at each grade level. Authentic literature, thematic units and Author Studies are a large focus in the ELL classroom.

LEP students who have not met the performance standard in writing

In order to serve students who require continued support in writing under the CR154 extension of services, the teacher uses a variety of instructional methods. Students will become familiar with English sentence structure, word choice, grammar, and vocabulary through high interest writing activities related to content areas as well as fictional literature. There will be a variety of ways for students to interact with their teacher and their peers, such as group work, partner sharing, peer editing, and self-correction. Students will also become familiar with cohesive paragraph and narrative writing, and practice using transitions, sequencing, and details in their writing. Students will write in a variety of forms, such as journaling, creative writing, essay writing, newspaper articles, letters, and research projects. They will be encouraged to share their work in the small group setting in order to further their confidence in their own writing

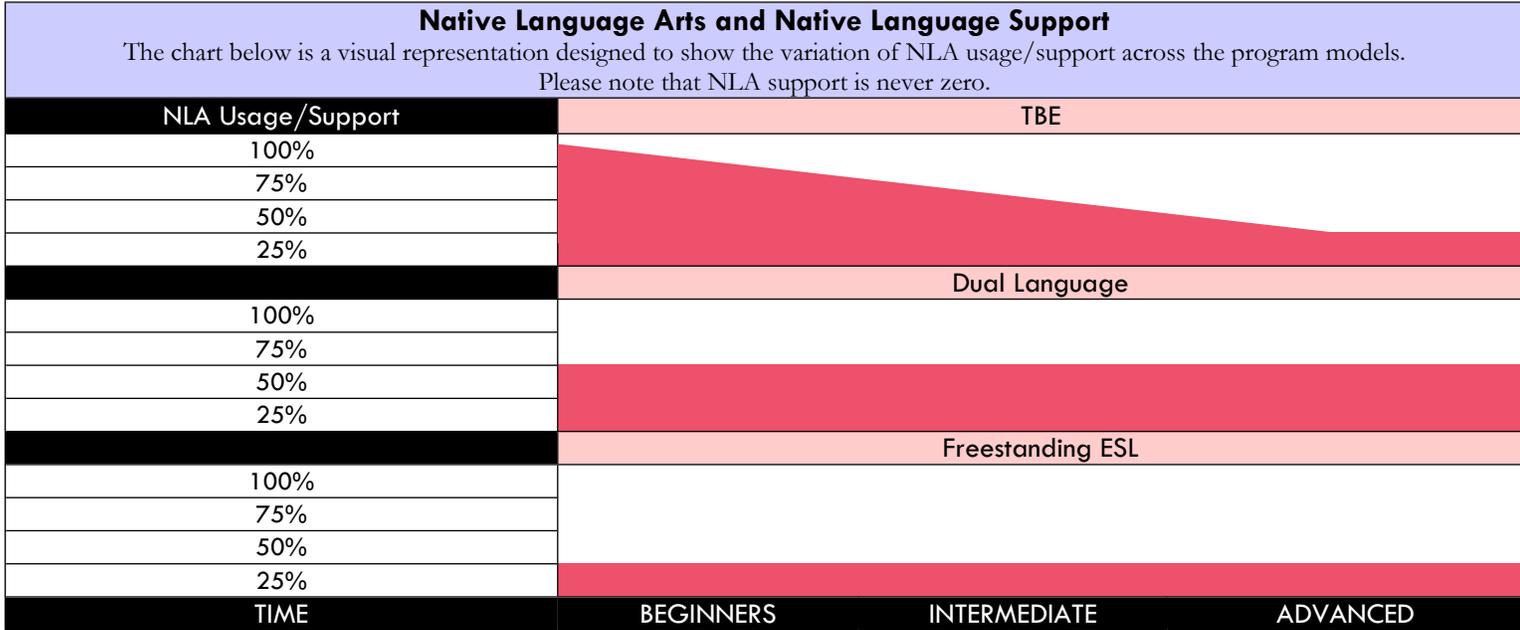
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

5. The ESL teacher works in concert with the classroom teachers to target the specific goals of students with special needs. IEP goals are used to help drive instruction as the ESL teacher has access to and copies of all IEP's for students who are also ELL's. The ESL teacher uses the background information and IEP in order to determine the appropriate forms of differentiated instruction and the specific social needs of a student that will contribute to an optimal learning environment. Intervention for struggling ELLs using Kaplan Keys, ELA and Math, takes place twice weekly during extended day (2:20-3:10).

6. Students who pass the NYSESLAT continue to receive special accommodations during testing for two years. In addition, the ESL teacher is in communication with the former ELLs and their classroom teacher in order to determine throughout the year whether the student continues to need support in certain aspects of language development. The ESL teacher provides resources for lesson planning, scaffolding, and vocabulary support to the classroom teacher so that former ELLs are still provided with tools to access information as their language continues to grow.

7/8. There are no new programs being implemented this year, nor are there any programs being discontinued.

9. All ELL students are invited to participate in all extracurricular activities and clubs before, during, and after school. In this way they are able to develop their social skills and social language for further success. Extracurricular activities include art projects, dance, Educational Alliance/ Boys and Girls club after school program, early bird reading, Saturday test prep, Earth day poster competitions, field day, acting and dancing with Rosie's kids, ballroom dancing, a school-wide bookfair, Halloween and holiday celebrations, junior league art projects and classroom activities, student government, and physical education clubs.

Students who require additional support in math and reading, receive extended day services with the ESL teacher two times a week. Additionally, the after school program offers homework help every day. Saturday test prep classes are held throughout the year to further assist students in literacy and math and to guide students towards test vocabulary and affective test taking strategies.

10. All PS 64 students will have equitable access to all technology resources in the classroom, technology lab, and library. The technology lab will provide access for all students to the internet, which, in turn, will open doors to a global community where the student can explore and research materials, facts and events in support of personal and curriculum goals.

Technology employed in the ESL classroom includes computers with internet access for online research, audio CD's for listening activities, and phonics development. Students are given opportunities to access websites in teacher guided lessons that require research, especially on non-fiction topics. Furthermore, students listen to audio recordings of books and work on projects in which they record and listen to their own voice. The goal is to increase fluency and work on listening skills, especially listening for information and understanding.

11. For those students who have been in the country less than three years, some of the books used during the ESL program are provided in the students' native language to supplement comprehension. These newcomers are allowed to bring the book in their native language home the night prior to class reading in order to provide a background understanding of the text to be covered in class.

12. yes

13. Project Jump Start: Prior to the beginning of the school year, the parent coordinator and the certified ESL teacher communicate with parents of newly registered ELLs. Parents are given the opportunity before school or during the first week of school to tour the classrooms, meet the teachers, and familiarize themselves with the school environment. Information is provided in the native language. Parents are also

provided with an overview of the ESL program as well as with resources on the internet, in books, and libraries that can help them to support student learning at home.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Professional Development

During the last 6 years PS 64 has developed a TC literacy model and a math investigation workshop. We will continue to keep these foundational structures. Based on our student data and teacher surveys, we have identified the need to increase our teachers' ability to analyze data and use it to develop differentiated lessons and student goals with time frames. Teachers have requested differentiated professional development to meet their individual needs, including help to develop individual teacher goals and having one on one planning time.

Recognizing a need to help our students to improve in their critical analysis and inference skills along with vocabulary development, teachers are requesting professional development to help them formulate higher order thinking questions, plan thematically across all curricular areas and develop more inquiry based and school wide projects (like the social studies fair that was held in May 2008).

Teachers will be provided with professional development to support the understanding of the new citywide Language Allocation Policy (LAP). The ESL teacher works with the classroom teachers to ensure that the foundations of the LAP policy are incorporated into daily classroom instruction.

The ESL teacher meets with classroom teachers, administration, and the literacy and math coaches for professional development for 60 minutes on the first Monday of every month.

Faculty Conferences/Professional Development Dates

First Monday of Each Month from 3:15 – 4:00

October 4
November 1
December 6
January 3
February 7
March 7
April 4
May 2

Topics include: Balanced literacy, standards, assessment, best practices, technology, cooperative learning, technology and child development.

The certified ESL teacher works closely with the assistant principal to turnkey ELL Network Professional Development meetings, ensuring that all classroom teachers are supported in best practice regarding the teaching of ELL students. Small groups meet on a regular basis to discuss topics such as goal setting for students, content area support, and curriculum development. The ESL teacher works with classroom teachers to determine teaching strategies, discuss language development, set goals for individual students, and incorporate new teaching ideas into the classroom that will help to differentiate learning for ESL students.

Classroom teachers are also provided information on Professional Development opportunities for all teachers of ELLs, including general education classroom teachers. For example, the science teacher may be informed of a ELL Science symposium and given the option to attend an event along with the ELL teacher. As the ESL teacher attends professional development events, the information gathered at those events is shared with teachers.

School staff is available to assist ELLs and their parents with the transition from elementary school to middle school. The guidance counselor assists the students with middle school applications and in finding the appropriate program/school for the student. The parent coordinator also helps the students with their applications by providing translations. Additionally, the parent coordinator will aid the students and parents by accompanying them on school visits if necessary.

The ESL teacher turnkeys information from out-of-school PD's to teachers that require professional development for the mandated 7.5 hours (or 10 hours for special education teachers) as per the Jose P. Mandate. Non ELL teachers receive more than 7.5 hours of ESL professional development throughout the year through all of the aforementioned activities.

Teachers have access to ELL specific materials from the ESL classroom library and the ESL teacher's library of materials. There is an ESL binder of resources in the UFT teacher center for lesson planning and instruction, as well as ideas for teaching math, literature, social studies and other content areas to ESL students

Furthermore, the ESL teacher works closely with an ELL specialist for the school support organization and attends monthly ESL network meetings. Topics include the language of mathematics for ELLs, differentiation, and lesson planning.

E. Parental Involvement

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

Parental Involvement

Prior to the beginning of the school year, the parent coordinator and the certified ESL teacher communicate with parents of newly registered ELLs. Parents are given the opportunity before school or during the first week of school to tour the classrooms, meet the teachers, and familiarize themselves with the school environment. Information is provided in the native language. Parents are also provided with an overview of the ESL program as well as with resources on the internet, in books, and libraries that can help them to support student learning at home. As of now, there are no partnerships with other agencies or CBO's to provide workshops or services to ELL parents, however, translation services are available to parents as needed.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL	

Beginner(B)	2			2										4
Intermediate(I)		2	1		1									4
Advanced (A)	3	1		2	1	3								10
Total	5	3	1	4	2	3	0	0	0	0	0	0	0	18

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

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

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

NYS Science					
	Level 1	Level 2	Level 3	Level 4	Total

	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

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

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

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

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

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

PART IV: Assessment Analysis

1. At the beginning of the year the ESL certified teacher collects ATS reports to determine student scores on standardized testing in order to properly group students according to their proficiency level. The RLAT, the RLER, the RYOS, ROPB, and student assessment history reports are all used to determine not only the overall score achieved on the NYSESLAT exam, but also the modalities in which students scored the highest and lowest. As students generally score the lowest on the Reading portion of the NYSESLAT, this fact is considered when designing instruction. Students are given running records, ECLAS exams, informal and formal assessments that help to determine their early literacy skills at young ages. ESL students tend to be advanced and near grade level, unless they have special education needs.

2. Out of the 14 students tested on the reading, writing, listening, and speaking portions of the NYSESLAT, 8 students scored a Proficient on the Listening/Speaking subtexts, 4 scored an Advanced, one student scored an Intermediate, and one student scored a Beginner. No students reached a level of Proficiency on the Reading/Writing subtexts, however, eight students scored an Advanced, 5 scored an Intermediate, and one student scored a Beginner (the same student scoring a Beginner on the Listening/Speaking subtexts). Students reach Proficiency faster in Listening and Speaking. This is largely due to the fact that most ELLs at PS 64 are newcomers, or in their first few years of English instruction. Students begin to develop their communication and interpersonal language skills (BICS) first, while academic English takes longer to develop.

In 2010, students have scored at a high level of English proficiency across the board. This shows that our students have developed strong listening and interpersonal communication skills. Eight students scored at the advanced level on the Reading/Writing portion, this shows that although there is a slightly higher proficiency in listening/speaking, students are also strong in the areas of reading and writing. This is largely due to the strong scaffolded instruction they receive both in and out of the classroom and the rigorous focus on native language arts throughout the school.

Incoming students new to the NYC school system Students whose parents indicated that a second language was spoken at home on their Home Language Information Survey (HLIS) were administered the LAB-R during Fall 2010. Five new kindergarten students were determined to be ESL students by the LAB-R. Three students are at the beginner level, and whose home languages are Chinese, one student is at the beginner level, home language Russian, and the fifth student is intermediate and speaks Spanish. There is also a beginner 3rd grade student whose home language is Spanish, and who scored well on the Spanish LAB. As in all cases of new ESL students entering PS 64, parents were provided with detailed information about the program, a parent orientation and regular meetings with the certified ESL teacher. The ESL teacher meets with the families of all ESL students during parent/teacher conferences and scheduled meetings regularly throughout the year. The ESL teacher provides a detailed report card for parents and classroom teachers indicating rate of improvement in different modalities. These areas include, reading, writing, listening, speaking, phonics, vocabulary, spelling, fluency and classroom behavior.

3. As the data indicates, the proficiency levels in reading and writing are slightly lower than in listening and speaking. Instructional decisions

needs of the students. Classroom teachers are provided with support from the literacy and math coaches and the instructional specialists to ensure that all students' needs

4. According to the data, the proficiency levels on the NYSESLAT of the listening /speaking subtests are similar, while on the reading/writing subtests, the students generally performed higher in reading. In reference to this data, ESL instruction has focused on improving ELLs' reading and writing skills. This has been done with a greater focus and inclusion of reading and writing workshops in ESL instruction at PS 64. Periodic interim assessments are also used to drive instruction. The teacher accesses and prints out score reports for all students after each assessment is administered. Pearson's online score reporting system allows the teacher to see what skill each question on the test is addressing, and which areas students are struggling in. Classroom teachers collaborate with the ESL teacher to differentiate instruction based on student needs. For example, if a student shows a weakness in their ability to inference, that student may be partnered with a student in their classroom who can help during class activities. Students who are new to the country and to the English language are given the support that they need in their native language. They are given math textbooks in their native language (when available), allowing them to keep up with the class and providing the opportunity to complete assignments. In addition, the students are partnered with another student who speaks their language so they can understand classroom lessons and assignments. The social worker and guidance counselor meet with Spanish speaking students needing assistance in adjusting to the new country, where the students are able to speak in their native language.

6. PS 64 considers both test scores as well as development over the years through examination of student portfolios to determine success within the program. When consistent gains are not being made over the years, the students' particular needs are addressed and an individual education plan may be developed for that child. Children who do not make gains are discussed thoroughly at Pupil Personnel Team meetings and are observed by social workers, psychologists, and other support team members as deemed appropriate.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 01m064

All Title I SWP schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$207,459	\$86,965	\$294,424
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$7,459	\$8,697	\$16,156
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$10,372	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$20,746	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
___100%___

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

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

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

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

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school

and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB.

Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

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.

Please refer to School Needs Assessment referenced on pages 11-17.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.

- 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.

Data driven instruction is a key element of our success in meeting the individual needs of our students. We will continue to utilize data from state tests, Acuity, ECLAS, EPAL, DIBELS, running records, conferencing notes, reading and math logs, unit tests, and checklists to drive our instruction. Based on the results of these ongoing assessments and classroom observations the students will be grouped and regrouped as their needs change as indicated by the data. With this information we will continue to set benchmark performance goals for individual students, small groups, grades and the school. Lesson plans will be designed to target specific needs for each differentiated group and individual students within each group based on the data. We will review IEPS and ELL needs and use them to modify instruction. Data will be used to plan additional intervention support for at risk students throughout the day, during extended day and during after school. Intervention programs include Wilson, Foundations, Voyager Passport, Comprehension Tool Kit, Recipe for Reading, Math Steps and hands on games and activities from TERC Math.

All students will participate in content area read aloud and shared reading which includes primary and secondary sources at their appropriate grade levels to ensure that our learners are being instructed in the curriculum for their grade. This strategy will help to build background knowledge in content areas and increase content area vocabulary. In social studies, teachers will focus on the big ideas and essential questions to further students' understandings. Materials and activities will include use of primary sources, artifacts, field trips, articles, magazines, and research based projects.

The writing curriculum includes greater emphasis on critical analysis, inference skills and vocabulary in writing an analytical response. Students will continue to spend more time writing on demand. Rubrics and checklists will continue to be used to set individual student goals as well as class, grade and school targets for improved writing.

In the area of word study in grades K-2, we use a differentiated phonics instruction and Words Their Way. In grades 3 to 5, we have created and begun to implement a differentiated curriculum using Words Their Way and a uniform

instructional approach to infuse vocabulary and spelling across the curriculum. We also use supplementary programs throughout the day which include Wilson, Foundations, Recipe for Reading, Voyager Passport to meet the differing needs of our students.

Guided Reading instruction will continue to be provided to at risk students in each class on a daily basis. Our support staff that provides this service delivers targeted instruction to these students based on their needs as indicated by the data. These small groups are changed fluidly according to the students' needs.

The Pupil Personnel Team is a multidisciplinary committee. It recommends prevention and intervention services for students. It monitors, evaluates and modifies interventions. It identifies and develops supportive strategies and services. Bi-monthly Pupil Personnel Team/Academic Intervention Services meetings are held with all support service providers, administration and a teacher representative. Referrals for academic intervention or guidance services are reviewed, student needs are assessed and service providers are identified. This information is shared with classroom teachers. Follow up conferences are scheduled regularly to assess student progress. Support services are coordinated through the Academic Intervention Coordinator and the guidance counselor. Referrals from teachers for support services are initiated with a Guidance or AIS Referral Sheet followed by a planning conference. The case, when warranted, is placed on the PPT agenda for discussion and planning a course of action. Student services are coordinated to avoid replication of services and to serve all identified children.

3. Instruction by highly qualified staff.
All of our teachers are certified. They receive weekly professional development through grade level conferences to foster their understanding and use of best practices.
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.

We have a professional development team comprised of the principal, assistant principal, literacy coach, math coach, AIS coordinator, and instructional specialist who are well versed in the most current and effective practices. The team plans and evaluates all professional development to address the school's needs. They use data to differentiate instruction and revise curriculum. The team provides workshops and in classroom support for teachers by modeling lessons and assisting in planning. The staff also attends Math in the City workshops. Selected staff members attend training for Wilson, Foundations, Recipe for Reading, science and social studies workshops. Information and professional development is turn keyed within the school via inter-class visitations and grade level weekly meetings.

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

We offer a great deal of professional development and foster a supportive learning community for all staff members. Our staff participates in vertical and horizontal grade level planning meetings allowing teachers to be well informed in grade and school issues. We find that our supportive learning community has been extremely effective in attracting high quality teachers. Also, we have relationships with NYU and Metropolitan College, which provide us with well-qualified candidates, some of whom have done student teaching in our school.

6. Strategies to increase parental involvement through means such as family literacy services. Our Parent Coordinator facilitates ongoing opportunities for parents to become active participants in the school community through frequent workshops. We are also working to develop and implement structures in parent friendly language for communicating individual student goals to parents and guardians.
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.

Our school has an on-site Head Start Program in collaboration with Educational Alliance. Oral language development is an integral part of preparing our pre-school students for meeting the NYS Early Literacy Competencies in Grades K-3. Language and vocabulary development around rich read-aloud experiences prepare our youngest children for understanding complex texts and engaging in higher order thinking tasks. An integrated curriculum, guided by thematic planning, provides for concept explorations through hands-on experiences. Developmentally-appropriate early learning experiences build on students' prior knowledge and create a strong foundation for success in school.

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 use data to drive their daily lesson planning, differentiation and student grouping. The use of data includes but is not limited to the following: running records, ACUITY, DIBELS, conferencing notes, ECLAS, EPAL, unit checklists, unit assessments, state exams, reading logs, writing journals, reading and math journals. Classroom teachers use this data to determine the direction of their whole group instruction, small group instruction and individualized instruction for students. Support staff use this data to trend various student populations, by class, grade and throughout the school. Teachers collect a variety of data on a daily basis and have become accustomed to using data to drive practices in their classroom.

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.

Teachers use the data mentioned throughout this document to identify students that are at risk. Students are grouped according to their academic needs. Grouping is flexible to adapt to changes after benchmarked assessments. Teachers provide the students with Tier I intervention services in the classroom throughout the day. Some of these interventions may include, but are not limited to small group instruction, guided reading, strategy lessons and Math hands on games and activities. If the Tier I interventions are deemed insufficient by ongoing assessments, then the student is provided with Tier II intervention services

which are provided by an out of the classroom specialist and/or during extended day. Some of the interventions used by the specialists are: Wilson, Foundations, Voyager Passports and Recipe for Reading. Once Tier I and Tier II interventions have been exhausted and the student is still not making adequate progress, the Pupil Personnel Committee will review the case.

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.

Our school receives Title I funding and grants. These funding sources provide resources for academic intervention, enrichment programs and guidance services. Educational Alliance provides funding for our Head Start program, our after school program and social work. Grants provide funding for violence prevention.

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

Explanation/Background:

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

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

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$168,882	✓	Pages 11, 12, 13, 14, 15, 16, 17, 18
Title I, Part A (ARRA)	Federal	✓			\$78,268	✓	Page 23
Title II, Part A	Federal	✓			\$120,419	✓	Pages 11, 12, 13, 14, 15, 16, 17, 18
Title III, Part A	Federal			✓			

¹ **Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

² **Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

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

Title IV	Federal			✓			
IDEA	Federal			✓			
Tax Levy	Local	✓			\$1,925,761	✓	Pages 20, 22