



**JOSEPH P. ADDABBO
P.S. 64**

**2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL: 27Q064
ADDRESS: 82-01 101 AVENUE QUEENS, NY 11416
TELEPHONE: 718-845-8290
FAX: 718-848-0052**

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P.S. 64 **SCHOOL NAME:** Joseph P. Addabbo

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

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

SCHOOL CONTACT PERSON: Nina Auster **EMAIL ADDRESS:** nauster@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Karen Camhi

PRINCIPAL: Nina Auster

UFT CHAPTER LEADER: Kathy Glaser

PARENTS' ASSOCIATION PRESIDENT: Sandra Mohan

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 27 **CHILDREN FIRST NETWORK (CFN):** 303

NETWORK LEADER: Dr. Kathleen Lavin

SUPERINTENDENT: Michele Lloyd-Bey

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT 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
Nina Auster	*Principal or Designee	
Kathy Glaser	*UFT Chapter Chairperson or Designee	
Sandra Mohan	*PA/PTA President or Designated Co-President	
Rina Olivo	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Karen Camhi	Member/Teacher	
Linda Pellechi	Member/Teacher	
Ilene Woda	Member/Teacher	
Shazada Matin	Member/Parent	
Aysha Haq	Member/Parent	
Asma Akter	Member/Parent	
	Member/	

(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.

The Joseph P. Addabbo School is a neighborhood community school with 640 students in Kindergarten through grade Five. General, Special Education and ESL work together successfully to ensure the academic needs are met. As of October 28, 2010, twenty-five percent of our students are English Language Learners, which is higher than citywide statistics. Our students come from culturally diverse backgrounds with eighty-two percent of our students Title I eligible. The percentage of ELL and Title I funded students has increased over recent years.

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

In addition to using the Teacher's College assessments, teachers in Grades 2-5 have been trained and are implementing the methodology, approaches and techniques of the Writing Process. Teachers of Grades 2-5 are following a genre of the month schedule using the methodology and techniques of the Writing Process and Ralph Fletcher's "Craft Matters". Genre of the month selections have been made to coincide with the new Common Core Standards in Writing. Targeted mini-lessons and daily individual writing conferences with students enable teachers to differentiate instruction to best meet the needs of their students.

We are implementing several new internet programs in all grades to help differentiate instruction in reading, math and science. The programs are Study Island, Reading A to Z and RAZ Kids. We feel these programs will assist in strengthening the skills of our students in these subjects and will upgrade the entire educational program in the school in order to improve academic achievement of all students.

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 Joseph P. Addabbo				
District:	27	DBN #:	27Q64	School BEDS Code:	342700010064

DEMOGRAPHICS									
Grades Served in 2009-10:	<input checked="" type="radio"/> Pre-K	<input type="radio"/> K	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input checked="" type="radio"/> 6	<input checked="" type="radio"/> 7
	<input checked="" type="radio"/> 8	<input checked="" type="radio"/> 9	<input checked="" type="radio"/> 10	<input checked="" type="radio"/> 11	<input checked="" type="radio"/> 12	<input checked="" type="radio"/> 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	0	0	0				93.3	94.1	94.34
Kindergarten	100	84	96						
Grade 1	105	124	92	Student Stability: % of Enrollment					
Grade 2	114	108	116	(As of June 30)			2007-08	2008-09	2009-10
Grade 3	119	114	114				92.1	91.4	
Grade 4	141	126	119						
Grade 5	110	140	132	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)			2007-08	2008-09	2009-10
Grade 7	0	0	0				69.6	69.6	86.2
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing: Total Number					
Grade 10	0	0	0	(As of June 30)			2007-08	2008-09	2009-10
Grade 11	0	0	0				3	5	3
Grade 12	0	0	0						
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)			2007-08	2008-09	2009-10
Total	691	696	669				3	7	5

DEMOGRAPHICS							
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	0	0	10	Principal Suspensions	2	18	
No. in Collaborative Team Teaching (CTT) Classes	11	7	0	Superintendent Suspensions	1	7	
Number all others	31	29	35				
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	147	156	155	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	0	10	(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	47	47	47
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	8	7	7
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	5	4	3
	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	0.3	0.9	0.6	Percent more than two years teaching in this school	85.1	87.2	100.0
Black or African American	7.0	8.0	8.3	Percent more than five years teaching anywhere	72.3	80.9	100.0
Hispanic or Latino	47.8	45.7	40.1				
Asian or Native Hawaiian/Other Pacific	42.3	42.7	47.4	Percent Masters Degree or higher	94.0	96.0	96.0

DEMOGRAPHICS							
Isl.							
White	2.8	2.3	2.4	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	80.4	97.4	98.0
Multi-racial	0	0	0.2				
Male	52.0	52.0	50.2				
Female	48.0	48.0	49.8				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input checked="" type="radio"/> No <input checked="" type="radio"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input checked="" type="radio"/> No <input checked="" type="radio"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	
<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>

	Basic	Focused	Comprehensive
In Good Standing (IGS)	x		
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:	x	ELA:	
	Math:	x	Math:	
	Science:	x	Grad. Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Scienc	ELA	Math	Grad.	Progres

			e			Rate**	s Target
All Students	x	x	x				
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	-	-	-				
Hispanic or Latino	x	x	x				
Asian or Native Hawaiian/Other Pacific Islander	x	x	x				
White	-	-	-				
Multiracial	-	-	-				
Other Groups							
Students with Disabilities	x	x	-				
Limited English Proficient	x	x	-				
Economically Disadvantaged	x	x					
Student groups making AYP in each subject	6	6	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				
<i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i>							
<i>*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.</i>							
<i>**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</i>							

CHILDREN FIRST ACCOUNTABILITY SUMMARY			
Progress Report Results – 2008-09		Quality Review Results – 2008-09 Results are for - 2007-2008 no QR in 2008-2009	
Overall Letter Grade	A	Overall Evaluation:	Well Developed
Overall Score	88.5	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Well Developed
School Environment (Comprises 15% of the Overall Score)	11.4	Quality Statement 2: Plan and Set Goals	Well Developed
School Performance (Comprises 25% of the Overall Score)	21.3	Quality Statement 3: Align Instructional Strategy to Goals	Well Developed
Student Progress (Comprises 60% of the Overall Score)	49.8	Quality Statement 4: Align Capacity Building to Goals	Well Developed

Additional Credit	6.0	Quality Statement 5: Monitor and Revise	Well Developed
<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?

The Joseph P. Addabbo School is a neighborhood community school with 640 students in Kindergarten through Grade 5. General, Special Education, and ESL work together successfully to ensure the academic needs of our students are met. As of October 29, 2010, twenty-five percent of our students are English Language Learners, which is higher than citywide statistics. Our students come from culturally diverse backgrounds with eighty-two percent of our students Title 1 eligible. The percentage of ELL and Title 1 funded students has increased over recent years.

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

- Implementation of Teachers College Reading and Writing Benchmark Assessments (TCWRP) in Kindergarten –Grade 5
- Implementation of Common Core Standards for Reading and Writing in Grades k-5
- Development and Implementation of Reading, Math and Writing Portfolios
- Use of Foundations Program in Grades Kindergarten-2 to increase proficiency in decoding
- Use of Wilson Language Program in Grades 3-5 for struggling students
- Core Knowledge Implementation in Kindergarten and First Grade
- Students in Grades 3 and 5 receive instruction in learning to play the recorder
- Grade 5 performs in a recorder concert at Carnegie Hall
- Ballroom Dancing Program for Grade 5
- Weekly Parent Workshops
- Twice Weekly English Classes for Parents
- Chorus for Students in Grades 4 and 5
- Professional Chorus with Young Peoples Chorus of NYC for grades 3-5

Our 2009/2010 Progress Report indicated a drop in both reading and math scores on the State ELA and Math exams. In response to this, we have instituted the following:

- Focus on skill of the week instruction in reading for all grades
- Implementation of STUDY ISLAND (an internet program differentiating instruction in reading, math and science) for all grades
- Implementation of Reading A to Z and RAZ Kids (an internet program differentiating reading instruction) for all grades
- Math Enrichment Teacher targeting students in Grades 1, 2, and 5
- Creation of an inquiry team with representation across all grades, ESL, and special education to investigate the needs of all students

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

Ongoing challenges include:

Supporting and meeting the needs of a growing ELL population
Supporting arts programs due to lack of funding
Keeping class size small due to lack of space

Significant aids include:

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

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 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.

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 2010-2011 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.

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- 1) By June 2011, there will be an increase in student progress toward achieving state standards as measured by a 6% increase in students scoring level 3 and 4 on the New York State English Language Arts Exam.
 - 1) Our classroom teachers as well as our AIS teachers will be accountable.
 - 2) We will analyze the March Predictive exams and ELA practice test results to determine how the students are progressing.
 - 3) By June 2011, our students will move from a Level 2 to a Level 3, Level 3’s will make a year’s progress and Level 4’s will increase proficiency.
- 2) By June 2011, 75% of our grade one through grade five students will improve literacy skills based on the TCRWP benchmarks which are collected and analyzed 3 times a year.
 - 1) Our classroom teachers and AIS teachers will be accountable.
 - 2) We will review students benchmarking assessment results from September through June to determine how the students are progressing.
 - 3) By June 2011, our students will move two or more Fountas & Pinnell levels.
- 3) By June 2011, our English Language Learners will demonstrate progress toward achieving state standards as measured by a 6% increase in students scoring at level 3 and 4 on the New York State English Language Arts Exam.
 - 1) Our classroom teachers as well as our ESL teachers will be accountable.
 - 2) We will analyze the March Predictive exams and ELA practice test results to determine how the students are progressing.
 - 3) By June 2011, our English Language Learners will move from a Level 2 to a Level 3 or higher on the NYS ELA exam.
- 4) By June 2011, students receiving special education services will demonstrate progress toward achieving state standards as measured by a 6% increase in students scoring a level 2 or higher on the New York State English Language Arts Exam.
 - 1) Our classroom teachers as well as our Special Education Teachers and IEP Teachers will be accountable.

- 2) We will analyze the March Predictive exams and ELA practice test results to determine how the students are progressing.
 - 3) By June 2011, our students receiving special education services will move from a Level 1 to a Level 2 or higher on the NYS ELA exam.
- 5) By June 2011, there will be an increase in student progress toward achieving state standards as measured by a 6% increase in students scoring level 3 and 4 on the New York State Mathematics Exam.
- 1) Our classroom teachers as well as our AIS teachers will be accountable.
 - 2) We will analyze the March Predictive exams and math practice test results to determine how the students are progressing.
 - 3) By June 2011, our students will move from a Level 2 to a Level 3, Level 3's will make a years' progress and Level 4's will increase proficiency.

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): Grade 3-5 ELA –Level 3 & Level 4

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>1) By June 2011, there will be an increase in student progress toward achieving state standards as measured by a 6% increase in students scoring level 3 and level 4 on the New York State English Language Arts Exam.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Classroom teachers as well as AIS teachers will be responsible for students meeting goal • AIS Services • Extended day and After School programs utilizing test sophistication books • A data driven approach is used to improve student performance using multiple measures to identify and address student weaknesses and target areas for growth on a continuous basis • Curriculum will be modified to target skills needed for success on the NYS ELA exam • Goal will be met by June 2011
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>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.</i></p>	<ul style="list-style-type: none"> • Fair Student Funding • Tax Levy Classroom Teachers at average salary • After school per session at contractual rate
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • January Predictive exams and practice ELA test results • Periodic review of student portfolios will allow teachers to track student progress • TCRWP benchmarking

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

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>2) By June 2011, 75% of our grade one through grade five students will improve literacy skills measured by monitoring TCRWP benchmarks that are collected three times a year.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Classroom teachers as well as AIS teachers will be responsible for students meeting goal • Daily implementation of Guided Reading and Writer’s Workshop • Staff-development in small group reading instruction • After school and extended day programs available to students in need in grades 2-5 • A data driven approach is used to improve student performance using multiple measures to identify and address student weaknesses and target areas for growth on a continuous basis • By June 2011, 75% of our students will move two or more Fountas & Pinnell levels.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>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.</i></p>	<ul style="list-style-type: none"> • Fair Student Funding • Tax Levy Classroom Teachers at average salary • After school per session at contractual rate
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Review of TCRWP benchmark assessment results in: <ul style="list-style-type: none"> ✓ November ✓ March ✓ May

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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.*

English Language Learners

Subject/Area (where relevant): _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>3) By June 2011, our English Language Learners will demonstrate progress toward achieving state standards as measured by a 6% increase in students scoring at level 3 and level 4 on the New York State English Language Arts Exam.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Classroom teachers as well as ESL teachers will be responsible for students meeting goal • 4 ESL teachers will work with small groups of ELL students for one or two periods per day, based on student need and state regulations • Test prep materials for NYSESLAT and NYS ELA exam will be used • AIS support providing daily additional small group instruction for at-risk and beginning ELLs • Interim assessments will be used to differentiate instruction • A data driven approach is used to improve student performance using multiple measures to identify and address student weaknesses and target areas for growth on a continuing basis • Language Allocation Policy team to monitor the progress of ELLs • Parent ESL classes to help the parents assist their children • Goal will be met by June 2011
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>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.</i></p>	<ul style="list-style-type: none"> • Tax Levy Classroom Teachers at average salary • Fair Student Funding: 4 ESL teachers at average salary plus fringe(%) <ul style="list-style-type: none"> ✓ Supplemental Materials
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • January Predictive exams and ELA practice test results • TCRWP benchmark assessments • There will be an increase in the number of English Language Learners who obtain a Level 3 or higher

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):	Students Receiving Special Education Services
<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>4) By June 2011, students receiving special education services will demonstrate progress toward achieving state standards as measured by a 6% increase in students scoring level 2 or higher on the New York State English Language Arts Exam.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Classroom teachers, Special Education Teachers and IEP teachers will be responsible for students meeting goal • Staff development for cooperative learning, learning styles, differentiating instruction, adapting curriculum for special education 12:1 self contained and ICT kindergarten • AIS Service: SETSS, Speech • Daily AIS block for small group learning sessions • Differentiated classroom instruction to meet the learning needs of students receiving special education service • After school and extended day programs available for students in need. • Goal will be met by June 2011
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>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.</i></p>	<ul style="list-style-type: none"> • Fair Student Funding: SETSS at average salary plus fringe (%) • Special needs: 2 Classroom Special Education Teachers, 1 Classroom bi-lingual paraprofessional • 1 Speech teacher at average salary plus fringe (%)
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • January Predictive exam and ELA practice test results • TCWRP benchmark assessments • There will be an increase in the number of students receiving special education services who obtain a Level 2 or higher on the NYS ELA exam

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 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): Grade 3-5 Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>5) By June 2011, there will be an increase in student progress toward achieving state standards as measured by a 6% increase in students scoring level 3 and 4 on the New York State Mathematics Exam</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Classroom teachers as well as AIS teachers will be responsible for students meeting goal • AIS services, Math Coach providing enrichment services • Extended day and After School programs utilizing test sophistication books • Use of Everyday Math Program • Daily problem of the day • A data driven approach is used to improve student performance using multiple measures to identify and address student weaknesses and target areas for growth on a continuous basis • Goal will be met by June 2011
<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>	<ul style="list-style-type: none"> • Fair Student Funding • Tax Levy Classroom Teachers at average salary • Conceptualized Funding
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • November and March Acuity ITA's • January Math Predictive and practice NYS Math Exam • Everyday Math Unit Tests

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	28	28	N/A	N/A	2	0	0	3
1	29	29	N/A	N/A	3	0	0	3
2	75	75	N/A	N/A	7	0	0	4
3	75	75	N/A	N/A	12	0	0	3
4	75	75	45	25	17	0	0	6
5	75	75	40	75	10	0	0	5
6								
7								
8								
9								
10								
11								
12								

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

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

- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

<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>All students at performance Levels 1 and 2 will attend the extended day program from September to June. Students at Levels 1 and 2 in Grades 3, 4, and 5 will receive academic intervention in Wilson daily. Wilson is done in a small group of 5 students during the school day. Students in Grade k, 1 and 2 performing at Levels 1 and 2 will receive AIS services in Foundations. Foundations double dose teachers work with AIS students during the school day in a small group of 5 for 45 minutes, 5 days a week. Extended day program on Mondays and Tuesdays for grades 2-5, after school for 75 minutes each day with small groups of 5-10 students. Use of STUDY ISLAND for individualized assistance in grades K-5.</p>
<p>Mathematics:</p>	<p>All students in grades 2-5 at performance Levels 1 and 2 will attend the extended day program from September to June. The extended day is Monday and Tuesday for 75 minutes in small groups of 5-10 students. Students in Kindergarten and grade 1 receive AIS services from classroom teachers in mathematics on a needs basis. Supplemental math programs and test prep models and strategies such as Kaplan, are used both during the day and after school. Enrichment activities such as the 100th day, Pi Day, the stock market game are used to extend understanding and build enthusiasm. Use of STUDY ISLAND for individualized assistance in K-5.</p>
<p>Science:</p>	<p>All students in grades 2-5 at performance Levels 1 and 2 will attend the extended day program from September to June. The extended day is Monday and Tuesday for 75 minutes in small groups of 5-10 students. Use of STUDY ISLAND for individualized assistance in K-5.</p>
<p>Social Studies:</p>	<p>All students in grades 2-5 at performance Levels 1 and 2 will attend the extended day program from September to June. The extended day is Monday and Tuesday for 75 minutes in small groups of 5-10 students.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Counseling-small group and one on one during the school day; referrals to support agencies. Conflict resolution intervention. Counseling, attendance and behavior modification and parent conferencing</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>N/A</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>N/A</p>
<p>At-risk Health-related Services:</p>	<p>Speech-small group and one on one during the day P/T-small group and one on one during the day O/T-small group and one on one during the day APE-small group and one on one during the day</p>

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) 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) K-5 Number of Students to be Served: 159 LEP Non-LEP

Number of Teachers 4 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.

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

Form TIII – A (1)(a)

Grade Level(s) K-5 **Number of Students to be Served:** 159 LEP _____ Non-LEP

Number of Teachers _____ 4 **Other Staff (Specify)**

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

P.S. 64Q is an elementary K-5 school located in Ozone Park, Queens in District 27. The total population of students as of the writing of the 2010-2011 Language Allocation Policy was 640. Of these 159, or 24.84% were ELLs. Of these, 60 had Spanish as the home language and 85 had Bengali (a native language of Bangladesh) as the home language. The school has smaller numbers of ELLs who have Chinese, Urdu, Arabic, French and Filipino as the home language. 145 of the school's ELLs have been in an ESL program for three years or less.

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

ESL teachers push-in to the classes for the required 180 or 360 minutes of English instruction. In most cases, ESL teachers push-in to the classes for more than the required number of minutes. In the 2010-2011 school year, P.S. 64 will have 3 Kindergarten classes, 3

first-grade classes, 3 second-grade classes, 3 third-grade classes, 2 fourth-grade classes and 2 fifth-grade classes that contain ELLs students who receive push-in services from ESL teachers.

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

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

To support ELL students in the classroom, supplementary books on tape, language and math games, math manipulatives, Headphones, Leveled Books will be purchased in order to increase language acquisition skills and fluency in English. These materials will be used daily during small group literacy and math centers and the After School ELL Academy in Grades K-5. Evans-Moore Beginnings, a computer software program was purchased. New to the school this year are three internet programs to help aid comprehension and differentiate instruction. They are Study Island, Raz Kids and Reading A to Z.

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

ELLs who are struggling are also eligible to be serviced during the AIS extended day program two times a week for a total of 150 minutes. In addition, beginning January 2011 through April 2011 an additional day will be added to help those students taking the NYS ELA and math exams. Each teacher will differentiate instruction depending on the needs of the students in her group.

For the 2010-2011 school year, the Wilson Foundations reading program for early readers will be used universally in all Kindergarten, Grade 1 and Grade 2 classes.

The Title III after school Ell Academy program will be offered from January 5, 2011 through April 27, 2011 on Wednesdays from 2:35- 3:50. The ELL students will receive a total of 75 extra additional minutes of instruction in both reading and math in the after school program each week.

The after school program will prepare ELL students in Grades 3-5 for the State ELA and State Math Exams. The total number of ELL students in Grades 3-5 that will be targeted is 58 . There will be a total of 14 teachers hired to teach the after school programs, 11 of the teachers are certified Common Branch and 3 are ESL certified. These teachers will work as a team to support the ELL students using differentiated instructional strategies to meet the specific needs of the students. All of the teachers are highly qualified. Each after school class will have 10-15 students. The materials that will be used in Grades 3-5 is NY Ready for ELA and math. The expected outcome is that the ELL students in grades 3-5 will meet the state standards as demonstrated on the NYS ELA and NYS Math assessments.

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

ESL staff is engaged in ongoing professional development given through the region and other providers. ESL teachers have pursued professional development on their own through QTEL program and UFT workshops. Two teachers attended a Wilson reading program two-day overview, which will be helpful in teaching the Foundations methodologies taught in classrooms in the 2010-2011 school year.

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

In addition, the ESL teachers will conduct a series of “Lunch and Learns” for classroom teachers throughout the school year. These will focus on creating materials such as picture word cards, classroom labels in multi-languages and activities for centers to be used during the literacy and math blocks.

ESL teachers will participate in Common Core Standards Training and in Curriculum Mapping training with the classroom teachers in the grades they work with.

In the 2010-2011 calendar year, specific periods have been scheduled for weekly linkage between ESL teachers and classrooms teachers. Through use of these periods, the school's ESL teachers may serve as an informal resource to classroom teachers, providing feedback and ideas for instruction of LEP students both during the scheduled push in periods and throughout the course of the regular school day.

Form TIII – A (1)(b)

School: PS 64 **BEDS Code:** 342700010064

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

Allocation Amount: \$24,480.00		
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) I. Per session	\$16,638.00	After School Program 14 teachers x 85 minutes x 16 weeks x \$49.89 = \$16,638.00
Purchased services		
Supplies and materials - Supplemental materials - Additional curricula and instructional	\$7,742.00	Supplementary books on tape, language and math games, math manipulatives, blank cassettes and DVD's, supplemental leveled books, TEST PREP MATERAILS, SOFTWARE TO SUPPORT BEGINNING ELL'S

materials.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$24, 480.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
 - **During the registration process our secretaries and Parent Coordinator have parents complete the home language survey and emergency blue cards. Each of these indicates the language the parent speaks. Our parent coordinator who speaks Spanish and a guidance counselor intern who speaks Bengali are available to assist in this process. Using the home language surveys PS 64 is able to determine the written translations and oral interpretations needed to ensure that all parents are provided with appropriate and timely information in a language they can understand.**
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.
 - **Parent home language is then entered into ATS by one of our secretaries.**
 - **According to the data entered into ATS the home language of 181 parents is Bengali, the home language of 130 parents is Spanish and the home language of 306 parents is English**
 - **Based on these responses all written school notices are distributed in three languages: Bengali, Spanish, and English.**
 - **Oral interpretation is available for all parent-teacher conferences and meetings.**

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
 - **Timely provision of translated documents through existing resources of the Translation and Interpretation Unit**
 - **Timely provision of interpretation services at group and one-on-one meetings upon request when such services are necessary for parents to communicate with the Department regarding critical information about their child's education.**
 - **Translation services are provided by outside vendors, in house school staff and by parent volunteers.**

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
 - **Oral interpretation services will be provided by outside vendors, in-house school staff and by parent volunteers. For PA meetings in house school staff and parent volunteers are available for translations. For Parent-Teacher conferences and parent meetings in-house school staff and outside vendors are available for translations.**
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.
 - **Ps 64 provides each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services.**
 - **Near the primary entrance of PS64 a posted sign in each of the covered languages, or most prominent covered languages, indicates the availability of interpretation services.**
 - **The PS 64 school safety plan contains procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers.**
 - **At PS 64, where the parents of more than 10% of the children speak a language that is neither English nor a covered language, we have obtained from the Translation and Interpretation Unit a translation into such language of signs and forms required pursuant to this section and shall post and provide such forms in accordance with this section.**
 - **The Department's website shall provided information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services.**

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$438,999	\$23,060	\$462,059
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$4,389	\$230	\$4719
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$21,949	*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

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 2009-2010 year 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.

PS64Q
The Joseph P. Addabbo School
82-01 101 Avenue
Ozone Park, NY 11416

Nina Auster
Principal

Erik Walter
Assistant Principal

PS 64 Parent Involvement Policy

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

All Families Have the Following Rights:

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

All Parents Have the Following Responsibilities:

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

We Encourage Parents To:

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

Sincerely,
Nina Auster
Principal

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.

TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Dear Parent or Guardian:

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

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

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

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

We ask that you support your child by making sure that she/he comes to school every day on time. Make sure that all homework assignments and school projects are completed on time. We also invite you to participate in all school activities. Stay in close contact with your school’s Parent Coordinator and your child’s teachers to monitor

your child's academic progress. Tell teachers you want to hear from them as soon as problems occur so you can work together to find solutions. We also encourage you to become active in the school's Parents' Association and School Leadership Team.

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

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

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

A parent meeting has been scheduled in every identified school to answer any questions you may have about the school improvement interventions and programs described above.

Thank you for your continued support and cooperation. We are looking forward to a successful year for all of our students and school communities. If you have any questions or concerns, please feel free to contact Mrs. Auster or Ms. Gronda, our Parent Coordinator .

*Sincerely,
Mrs. Auster
Principal*

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.

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 is performed. Administrators and teachers will review the performance of the students based upon the results gathered through the ARIS system, NYstart, NYS Standardized Test Scores in ELA, Math, Social Studies and Science, Quality Review, Progress Reports and Inquiry Teams. In addition, teachers will use Teacher's College benchmark scores, Foundation unit tests, class tests, reading and math portfolios, writing notebooks and teacher judgment to Determine and formulate lists of students in need of academic intervention services.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - 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.

The periodic assessments given to students five times a year in Grades 3-5 and the monthly math performance tasks and TCWRP assessments three times a year for Kindergarten through Grade 2 and Grades 3-5, will monitor the achievement of students throughout the year in both reading and math. Small group instruction is offered throughout the school day and after school to differentiate instruction based on the needs of the students. Students in need of academic intervention will attend the after school extended day program twice a week for 75 minutes each day. In addition an after school program is available beginning in January an additional two days a week to provide academic intervention services for all students in need in grades 2-5.

3. Instruction by highly qualified staff.

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

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards. The school's professional development committee will target the assessed pedagogical needs of the staff by planning differentiated high quality professional development. This will be implemented during staff development days, grade conferences, faculty conferences and "lunch and learn" sessions. All professional development will be evaluated to determine its effectiveness in promoting high quality instruction leading to improved student results.
5. Strategies to attract high-quality highly qualified teachers to high-need schools. Principals, in collaboration with Children's First Network Personnel Manager and Liaisons, will follow the policies set forth by the Department of Education to ensure that the selection of highly qualified teachers follows the guidelines set by the New York State Education Department. Principals, in collaboration with the Division of Human Resources, will identify qualified teachers through major recruitment campaigns and through relationships with Colleges and Universities. In order to maintain our high standards, staff development programs will be ongoing during school time. Our teachers will participate in district programs, CFN programs, as well as DOE offerings.
6. Strategies to increase parental involvement through means such as family literacy services. PS 64 will seek to increase parental involvement by offering diverse workshops for parents. Bi-weekly ESL classes for parents will be offered. Workshops in homework help, testing strategies, nutrition awareness, helping your child with math, social studies, ELA, art and science will be presented. In addition, family literacy and math nights will be offered. Two Family Literacy Nights and two Family Math Nights will take place during the school year.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs. In order to achieve smooth transitions, administrators and teachers must work to ensure program continuity by providing an age-appropriate curriculum within all early childhood grades. To facilitate opportunities for communication and cooperation throughout the year, a variety of continuity and transition activities will be planned to support the "moving-on" experience. These experiences will be provided for staff, children, and parents from Community Base Organizations, Public School Pre-Kindergartens and Special Education Pre-Schools as follows:
 - Invite staff of pre-school and kindergarten programs to participate in exchange visits
 - Pre-Kindergarten standards will be shared with Kindergarten staff

Transition Activities for Children

- Incoming Kindergarten students and their parents will be invited to "get acquainted" sessions before the school year begins
- Provide pre-kindergarten children with a summer package that includes transition activities
- Encourage children to ask questions about kindergarten

Involvement of Parents in Transition

- Provide parents with information about the school their child will be attending
- Invite school personnel, teachers and administrators to attend a parent meeting and discuss the kindergarten program, the role of parents in the school and to answer any other questions. The parent coordinator and staff or parent translators will be included in the meeting.
- Discuss the need to establish routines, i.e. a.m. line-up, dismissal procedures, lunch time and procedures

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
Teachers are required to maintain student portfolios, which reflect standards-based work and student achievement. Using periodic assessments, TCRWP assessments, standardized test results, Foundations Unit Tests, Everyday Math Unit tests, monthly math performance tasks, and teacher judgment, students are placed in differentiated groups, which target their strengths and weaknesses. Groups are flexible to meet the needs of all students. Teachers meet with the Principal, Assistant Principal, SBST and the PPT committee to discuss student progress.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
Students who experience difficulty mastering the proficient or advanced levels of academic achievement are identified early in the school year or are identified in June of the previous year. Standardized test results, student portfolios, TCWRP benchmark results, and teacher assessments are used to identify these students. Individualized education plans are formulated in conjunction with the PPC Committee . The extended day after-school program is offered to these students. Throughout the school day, Academic Intervention Teachers work with these students either one on one or in small groups.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.
In conjunction with the head of food services in our school, and under the leadership of the assistant principal, a nutrition club meets monthly to advise our students of healthy eating habits. Our Parent Coordinator runs an 8-week nutrition class for parents in conjunction with Cornell University. Bi-weekly ESL Programs are also offered for parents by our Parent Coordinator. Our Parent Coordinator arranged workshops in breast cancer awareness, financial responsibility, asthma awareness as well as taking parents on a trip to our local library. Our Guidance Counselor holds peer intervention workshops for our students, as well as arranges for CAPP to help raise awareness about child abuse. In addition, our Guidance Counselor arranged for bullying assemblies.

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 <i>(R)</i>			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check <i>(R)</i> 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 <i>(R)</i>	Page #(s)
Title I, Part A (Basic)	Federal	x			\$4574	x	Pg 5, 11, 21
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	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:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **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	x			\$49,999	x	Pg 21

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 3 students living in Temporary Housing.
2. Please describe the services you are planning to provide to the STH population.
Students in temporary housing receive counseling by our guidance counselor 3 days a week in both small groups and one on one sessions. Students are given all school supplies needed and any trips or extra-curricular activities are paid for by the school. Students also receive academic intervention services if necessary during the school day and after school.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in 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 Joseph P. Addabbo					
District:	27	DBN:	27Q064	School		342700010064

DEMOGRAPHICS

Grades Served:	Pre-K		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	0	0	0		93.3	94.1	94.3
Kindergarten	84	100	96				
Grade 1	124	94	107	Student Stability - % of Enrollment:			
Grade 2	108	119	92	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	114	111	118		92.1	91.3	94.3
Grade 4	126	117	113				
Grade 5	140	133	121	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		69.6	86.2	86.2
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		3	5	4
Grade 12	0	0	0				
Ungraded	0	1	0	Recent Immigrants - Total Number:			
Total	696	675	647	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					3	7	5

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	0	8	9	Principal Suspensions	2	18	0
# in Collaborative Team Teaching (CTT) Classes	7	0	5	Superintendent Suspensions	1	7	3
Number all others	29	30	34				

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	47	47	46
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	8	7	6
# receiving ESL services only	156	150	TBD				
# ELLs with IEPs	0	10	TBD	Number of Educational Paraprofessionals	5	4	7

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	97.6
				% more than 2 years teaching in this school	85.1	87.2	89.1
				% more than 5 years teaching anywhere	72.3	80.9	84.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	94.0	96.0	89.1
American Indian or Alaska Native	0.9	0.6	0.0	% core classes taught by "highly qualified" teachers	80.4	97.4	96.7
Black or African American	8.0	8.3	7.0				
Hispanic or Latino	45.7	40.1	38.8				
Asian or Native Hawaiian/Other Pacific	42.7	47.4	52.2				
White	2.3	2.4	1.9				
Male	52.0	50.2	50.9				
Female	48.0	49.8	49.1				

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	v	v					
White	-	-	-				
Multiracial	-	-					
Students with Disabilities	v	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
Student groups making	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	31.2	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	10.2	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	5.8	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	13.4						
<i>(Comprises 60% of the</i>							
Additional Credit:	1.8						

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 303	District 27	School Number 064	School Name Joseph P. Addabbo
Principal Nina Auster		Assistant Principal Erik Walter	
Coach Marsh Marx		Coach Linda Pellechi	
Teacher/Subject Area Rosalie Falco/ESL		Guidance Counselor Elena Chin	
Teacher/Subject Area Marla Goldstein/ESL		Parent Sandra Mohan	
Teacher/Subject Area Iris Cueto-Anglarill/ESL		Parent Coordinator Ines Gronda	
Related Service Provider Karen Camhi		Other Denise Keutmann/ESL	
Network Leader Kathleen Lavin		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	4	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	640	Total Number of ELLs	159	ELLs as Share of Total Student Population (%)	24.84%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. All parents of new public school enrollees in New York City are required to complete a Home Language identification Survey (HLIS). This survey helps the school system identify students who may have limited English language proficiency. One of the four certified ESL teachers conducts an oral interview to determine the eligibility for the LAB-R to be administered. Once potential ELLs are identified, they are administered the revised Language Assessment Battery (LAB-R) test within ten days of enrollment. The LAB-R results determine whether students are entitled to bilingual/ESL programs and services. School administrators use the LAB-R data to inform instructional programs and initial language allocations. Four ESL certified teachers, Iris Cueto-Anglarill, Rosalie Falco, Marla Goldstein and Denise Keutmann, administer the LAB-R once these students are identified by the HLIS. The Principal and Assistant Principal, in addition to the certified ESL teachers review the HLIS and LAB-R results to determine the programs and services for each eligible student. The ESL teachers hand score the LAB-R's. The results are compiled and kept in the ESL compliance binders. Results are available on ATS as well. Parents are notified of the placement with an entitlement letter.

If a child has a home language of Spanish and receives a low score on the LAB-R, the Spanish LAB-R is administered by Iris Cueto-Anglarill, a native Spanish speaking ESL teacher.

All students receiving ESL services are administered the NYSESLAT in May. A team of teachers led by the 4 certified ESL teachers, Iris Cueto-Anglarill, Rosalie Falco, Marla Goldstein and Denise Keutmann administers this test. Once the results are received, the Principal, Assistant Principal and the ESL teachers review the data to determine class placement for the upcoming year based on scores received on the NYSESLAT. Placement is made according to proficiency level, Beginner, Intermediate or Advanced.

2. The four ESL teachers hold orientation meetings for parents of newly enrolled ELLs to inform them of the different ELL programs that are available. During orientations, an orientation video which is available in 9 languages is shown to parents. In addition, parents receive the orientation booklet about ELL programs in their home language, and have the opportunity to ask questions about ELL services (with assistance from a translator, if necessary). These orientation meetings are held as needed throughout the year, with the first set of meetings held at the end of September.

3. At the end of each orientation meeting, school staff collects the Parent Survey and Program Selection Form, which indicates the program that parents are requesting for their child.

4. Once the Parent Survey and Program Selection Forms are received, they are reviewed by the four certified ESL teachers, Iris Cueto-Anglarill, Rosalie Falco, Marla Goldstein and Denise Keutmann. Once a list of parent preferences is compiled the parents are advised of other programs at other schools if their preference states a dual language or bilingual program. At the present time PS 64 has only a free standing ESL program. This is explained to the parents in their native language with the use of translators if necessary. If parents wish for their children to attend another school, the ESL teachers provide the names of schools with available programs and assist the parents in finding available seats. Original copies of Parent Surveys and the HILS are kept in cumulative folders with copies held in the ESL compliance binder.

5. After reviewing the Parent Survey and Program Selection Forms for the past few years, 98% of the parents with ELL students selected the Free Standing ESL program. According to the most recent survey given in 2009-2010, 153 parents selected the Free Standing ESL program.

6. At the present time the program model offered at PS 64 is aligned with parent requests. The LAP team, which consists of the four full time certified ESL teachers, Ms. Cueto-Anglarill, Ms. Falco, Ms. Goldstein, Ms. Keutmann, the principal, Nina Auster, the

assistant Principal Erik Walter, Karen Camhi, our SETSS teacher, and the Parent Coordinator, Ines Gronda review the parent choice forms for patterns and trends. If the growing trend shows parents requesting the TBE model we would first need to consider the overcrowding and space constraints at PS 64. If a classroom were to become available we would need a minimum of 15 students in two consecutive grades speaking the same language and requesting the same program to implement the TBE model.

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

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	Total #
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	3	3	3	3	2	2								16
Total	3	3	3	3	2	2	0	0	0	0	0	0	0	16

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	159	Newcomers (ELLs receiving service 0-3 years)	145	Special Education	2
SIFE	0	ELLs receiving service 4-6 years	14	Long-Term (completed 6 years)	0

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

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

ESL	145	0	2	14	0	0	0	0	0	0	0	0	0	159
Total	145	0	2	14	0	0	0	0	0	0	0	0	0	159
Number of ELLs in a TBE program who are in alternate placement:														

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	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

**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
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	16	11	11	8	7	7								60
Chinese														0
Russian														0
Bengali	18	16	11	18	12	10								85
Urdu	1	3		1										5
Arabic	1	1	2	4	1									9
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	36	31	24	31	20	17	0	0	0	0	0	0	0	159

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.

1. PS 64 utilizes a free standing English As a Second Language program. It is a combination push-in, pull-out program. Beginning and intermediate students are serviced 8 times a week. Advanced students are serviced 4 times a week. ESL teachers work in collaboration with classroom teachers to provide language acquisition and vocabulary support. They collaboratively look at data collected and the ESL teacher and classroom teacher set goals for each student.

Our program homogenously groups students in several classrooms on each grade based on the mandated minutes of instruction per week for each student as a result of NYSESLAT test scores where available or LAB-R results.

2. Beginners and intermediate students are placed in the same classes and receive 360 minutes of ELL instruction per week. Advanced students are placed in the same classes and receive 180 minutes of ELL instruction per week. The number of classrooms containing ELL students on each grade is as follows: Kindegarten-3 classes; First Grade-3 classes; Second Grade-3 classes; Third Grade-3 classes; Fourth Grade-2 classes; and Fifth Grade-2 classes.

3. The language of instruction in all classes is English, although the native language of the students may at times be used informally to assist newcomers in their adjustment to the school. Native language support also exists in the form of native speaking paraprofessionals, native language speaking teachers, native speaking Parent Coordinator and school aides. Peer interaction as well as dictionaries, glossaries, classroom labels in multi-languages, and native language books are also supplied. The four ESL teachers are scheduled to service the ESL classes at some point during the three-period Balanced Literacy Program block when possible. It has been found that pushing in during the Literacy Block is particularly helpful to allow for more personalized and differentiated instruction. Literacy instruction includes skill of the week strategy instruction and guided reading. Regardless of the subject being taught during push-in, this model enables LEP students to remain in grade-level content area instruction. They are being supported by the ESL teachers who work closely with the classroom teacher utilizing appropriate ESL methodologies. Some of the methodologies used are: CALLA, Sheltered Instruction Observation Protocol (SIOP), extensive scaffolding, and connections to prior knowledge. Pictures, visuals, manipulatives, modulation of teacher's speech patterns and Total Physical Response (TPR) techniques are utilized as well. Required tasks are divided into many easier steps. Expected results are modeled by teachers and other students. LEP students are then able to progress toward completing grade level work. ESL teachers are able to provide one-on-one and small group support. LEP students are able to take risks in the four modalities and gain increased practice in conversational skills in a less threatening and more comfortable environment. A wide variety of ESL instructional materials are used, Wilson Program in grades 3-5, The Rigby ESL guided reading series, Attanasio & Associates "Getting Ready for the NYSESLAT" test preparation booklets and grade level ESL series by Scott Foresman. Newcomer ESL students are pulled out of the classroom for some of their scheduled minutes to receive one-on-one and small group instruction in building vocabulary. Classrooms with beginning ESL students have Rosetta Stone and Evans-Moore Beginnings computer programs available. All students participate in the Everyday Math Program. The 150 minute AIS extended day program is also available for struggling ESL students. Small groups of no more than 10 students are serviced by either their regular classroom teacher or an ESL teacher. The extended

day after school programs reinforce the reading, writing, speaking and listening English language acquisition skills. Content area instruction is delivered using textbooks in social studies and science.

4. Students are placed in their classes according to their mandated minutes of ESL instruction. SIFE, Beginners and Intermediate students are placed in the same classrooms and receive 360 minutes of ELL instruction.

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

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

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

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

ELL students in the NYC school system for one year in Grades 3-5 are required to take the ELA exam. Workshops are given to inform parents of these exams and to enable parents to assist in their child's learning. ELL students receive test preparation for this exam during the school day and during the extended day. Test preparation material such as Kaplan Advantage, CARS, and Focus are used.

In Grades 3-5 ELL students are required to take state math and science exams. These exams are available in each child's home language. If needed a translator is hired to provide translation. Test preparation is provided during the school day and during the extended day. Test preparation materials such as Kaplan Keys, NY Coach and Measuring Up in Science are used. Everyday Math is the instructional program for math used during the day.

Advanced and long term ELL students are placed in the same classes and receive 180 minutes of ELL instruction. To improve long term ELL's writing skills we have differentiated the programs offered by utilizing Teacher's College Units of Study and four-square graphic organizers to align with the Common Core Standards.

For reading these students receive differentiated instruction during the 75 minute daily literacy block. Guided reading instruction is provided based on the results of Teacher's College Benchmark Running Records which are administered three times a year.

Computer support is provided through listening centers, A to Z Reading, RAZ Kids, Leapfrog and Rosetta Stone.

All struggling ELL students in grades 2-5 are invited to attend the twice weekly after school program.

Family Literacy and Math Nights are held throughout the year to promote family involvement.

ESL students are placed in the same classroom at each grade level in order to receive ELL services with minimal pull out. This enables ESL teachers to push into classrooms in order to service the ELL students according to their mandates. ESL teachers are able to differentiate instruction by grouping students homogenously in order to meet their instructional needs.

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

Kindergarten-3

First Grade-3

Second Grade-3

Third Grade-3

Fourth Grade-2
Fifth Grade-2

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

Marla Goldstein-Kindergarten ELL's and Fourth Grade ELL's
Rosalie Falco-First Grade ELL's
Denise Keutmann-First Grade and Second Grade ELL's
Iris Cueto-Anglarill-Third and Fifth Grade ELL's

For ELL's identified as having special needs at-risk SETSS, Speech or Double Dose Foundations or Wilson is available as needed depending on the level of deficiency. Vocabulary enhancement is developed through intensive picture support provided by the ELL and classroom teachers. Fine motor skills are developed using Foundations methodology.

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

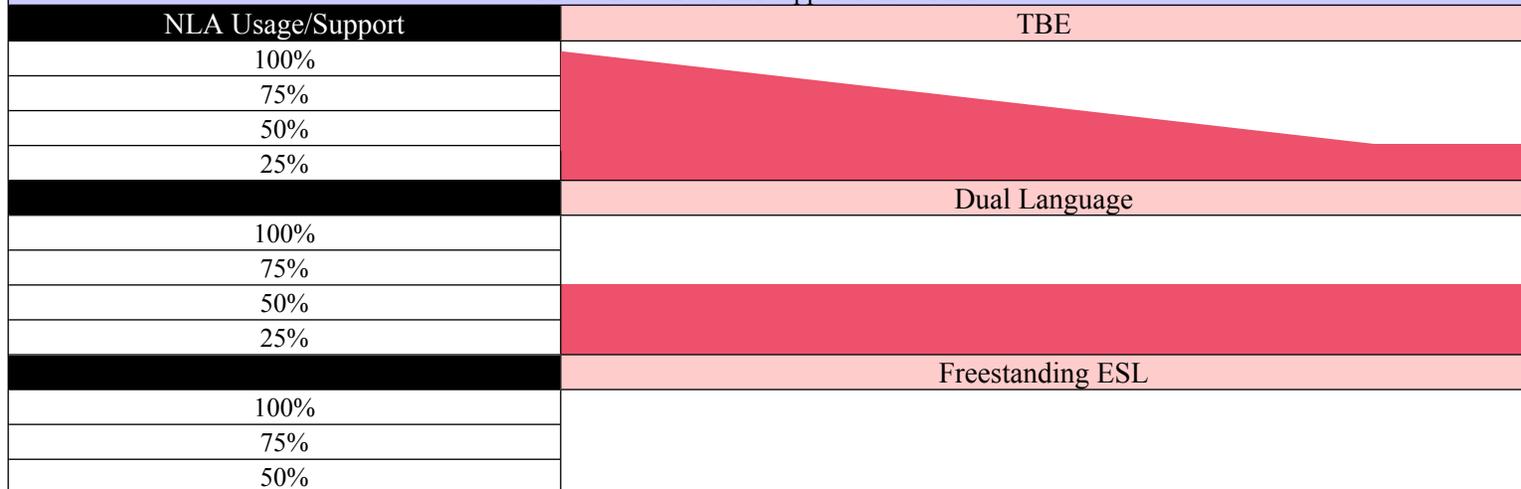
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

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



25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

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

5. All services in our school are provided in English. Native language support is offered informally to assist newcomers in adjusting to school. Native language support exists in the form of native speaking teachers, paraprofessionals, Parent Coordinator and school aides. Peer interaction as well as dictionaries, glossaries, multi-language classroom labels and native language books are used as well. Children are grouped for intervention services based on their needs, grade level and abilities. Beginners and intermediates might be grouped together, advanced is grouped separately. PS 64 uses a Balanced Literacy Block with enhanced skill of the week instruction for reading instruction. The Everyday Math Program is used for math instruction. Intervention services available to ELL students include: three times weekly after school program, which reinforces reading, writing, speaking and listening English language acquisition skills as well as additional instruction in mathematics, differentiated classroom instruction in reading and math, at-risk SETSS, speech, double dose Foundations, and Wilson. Test preparation materials used for intervention includes Kaplan Advantage and Test Companion, CARS, Getting Ready for the NYSESLAT, NY Ready ELA and Math. All ELL students participate in guided reading during the regularly scheduled literacy block which differentiates instruction and targets individual strengths and weaknesses. Online computer programs available in all classrooms include: Study Island, Raz Kids and A to Z Reading. Family literacy and math nights are offered several times during the year as well.

6. Transitional support for ELL students reaching proficiency levels on the NYSESLAT includes providing test modifications such as extended time and separate locations, peer tutoring, one on one conferencing in reading and writing with the classroom and ELL teacher, scaffolded support in reading, writing, listening and mathematics. In addition, struggling students are invited to attend the twice weekly after school program.

7. New programs instituted for the current school year include: A to Z Reading, RAZ Kids, Evans Moore Look, Listen and Speak Program, enhanced picture support instruction for Foundations word of the day.

8. No programs for ELL students will be discontinued this school year.

9. ELL's are serviced during the school day during literacy and math blocks so that they do not miss out on content instruction. ELL teachers provide simultaneous instruction in both reading and math. ALL struggling ELL's are eligible to participate in the extended day after school program twice weekly. ELL students with special needs are eligible to receive at-risk SETSS, speech services, Foundations Double Dose and Wilson interventions. Children are grouped for intervention services based on their needs, grade levels and abilities. Education is delivered through various modalities. Pictures and posters are used for visual support, phonics on tape, music and listening centers are used for audio support and the Foundations and Wilsons programs which include the tapping of sounds are used for tactile support. In addition all classrooms in the school can access online programs such as Study Island, Raz Kids and A to Z Reading which have been purchased to differentiate instruction. A safe environment is provided in all classrooms to foster the growth of oral language. Students participating in the NY state ELA and math exams use Kaplan Advantage and Test Companions, CARS, NY Ready for ELA and Math. All ELL students use the Attanasi and Associates, "Getting Ready for the NYSESLAT". The All ELL students are eligible to participate in chorus, recorder, the nutrition committee, student council, the yearly talent show and ballroom dancing as offered for their grade. Parents of ELL students serve on the School Leadership Team, are active members of the Parent's Association and are invited to attend school trips.

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

ELL programs also adhere to state standards, including New York State Learning Standards for all curriculum areas. This year we are working on aligning our reading and writing curriculum to the new Common Core Standards. Each program has English as a Second Language instruction component based on the New York State ESL Standards and aligned to ELA standards. ELL's in the advanced level of English proficiency also receive ELA instruction. ESL materials used in the preparation of the ELA exam include Kaplan Advantage, CARS, STARS, Focus and Kaplan Keys.

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

ALL ELL student in grades 3-5 participate in the NYS math exams. Test preparation for these exams includes Kaplan Advantage and Kaplan Keys, NYS Math Coach, and STAMS.

Content area instruction is supplied in English with limited native language support. Classes in grades K and 1 are using Common Core Curriculum for social studies and science. Classes in grades 2-5 are following the NY State curriculum for social studies and science and using CORE materials ordered through the city.

Technology materials include: A to Z Reading, RAZ Kids, Leapfrog, Rosetta Stone, Starfall.com, listening centers, Evans Moore Look, Learn and Listen.

The New York State English as a Second Language Achievement Test (NYSESLAT)-a test developed by the New York State Education Department to measure English Language Arts (ELA) proficiency levels for ELL's is administered each spring. In preparation for this exam, students in Grades K-5 use "Preparing for the NYSESLAT"

11. We follow the ESL free standing model. All instruction is delivered in English with minimal native language support. Native language support is informal with the use of peer interaction, native language dictionaries, glossaries and multi-language classroom labels. In addition native speaking teachers, paraprofessionals, school aides and a native speaking Parent Coordinator assist. ELL students are grouped homogenously by grade according to whether they are beginners, intermediate or advanced based on their scores on either the NYSESLAT or the LAB-R.

12. Yes, all required services support and resources correspond to ELL's ages and grade levels. ESL students are grouped homogenously by grade according to whether they are beginners, intermediate or advanced based on their scores on the LAB-R or NYSESLAT. Student birth certificates are initiately used to determine grade placement. Beginners and intermediate students receive 360 minute of instruction weekly. Advanced students receive 180 minutes of instruction weekly. There are three kindergarten ESL classes which are serviced by Marla Goldstein; three first grade ESL classes serviced by Rosalie Falco; three second grade ESL classes serviced by Denise Keutmann; three third grade ESL classes, one serviced by Iris Cueto-Anglarill and two by Rosalie Falco; two fourth grade ESL classes one serviced by Denise Keutmann and one by Marla Goldstein; and two fifth grade ESL classes serviced by Iris Cueto-Anglarill.

13. Incoming kindergarten students are invited with their parents to tour the building and meet the ESL teachers in June of the year preceding their admittance.

14. All instruction in this building is offered in English.

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)?

see 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.

1. ESL personnel participate in all professional development opportunities offered to the entire staff. This year one of our major focuses is the introduction of the new Common Core Standards in English Language Arts. Professional development is also being provided in curriculum mapping. ESL personnel attend all common planning meetings for the grades they service, Mrs. Goldstein Kindergarten and grade 4, Mrs. Falco grade 1 and 3, Mrs. Keutmann grades 2 and 4, Mrs. Cueto-Anglarill grades 3 and 5. ESL teachers serve as an informational resource to classroom teachers, providing feedback and ideas for instruction of ELL students both during the push in periods and throughout the course of the regular school day.

Paraprofessionals and the guidance counselor attend Common Core Standards training. In addition, they participate in the "Lunch and Learn" sessions given by the ESL teachers. The Parent Coordinator attends meetings with the ESL personnel to plan parent activities and share resources.

Secretaries attend District and CFN training in entering HILS information and in using the ATS system for ESL functions.

In addition, ESL personnel attend all District and CFN professional development offerings. They have participated in professional development for Foundations and Wilson programs.

2. ESL personnel provide professional development for classroom teachers with ELL students, in using ESL methodologies during faculty conferences, grade conferences and lunch and learns. Skills and strategies necessary for ELL students to achieve high levels on the NYSESLAT will be discussed. In addition, topics will include challenges the ELL students and teachers of ELL students face, common misconceptions regarding ELL students, the process to identify ELL students and cultural sensitivity issues.

3. New teachers are provided with the minimum 7.5 hours of ELL training through lunch and learns, grade conferences, faculty conferences, common core standards meetings, common planning time and observation of ELL teachers delivering instruction.

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?

1. Our parent coordinator conducts many workshops for parents throughout the year. She teaches English as a Second Language to a group of 30 parents twice a week from October through June. Specific workshops targeting parents of our ELL students are presented by our ESL teachers. Examples of these workshops include: ESL parent orientations, Helping Your Child with Homework, The Importance of Reading to Your Child, and taking a trip to the library to get library cards.

Workshops arranged by the Parent Coordinator include: Breast Cancer Awareness, Avoiding the Report Card Surprise, Common Core State Standards, Title I Meeting, Asthma Workshop, At Home Strategies, Stress Management, From Stress to Success, Holiday Arts and Crafts, Energy Workshop, Head Lice Workshop, 3rd, 4th, and 5th Grade ELA exams, 3rd, 4th, and 5th Math Exam, The Write Stuff, Foundations Workshop, How to Raise Financially Responsible Children, the Transition from Elementary to Middle School, Nutrition Workshop series and CPR.

Our Parent Coordinator provides Spanish translations at all meetings and workshops for parents. She arranges for a parent to translate into Bengali as well.

Parents of ELL students are members of our School Leadership Team, are active members of our Parent Association, are invited to school performances such as our yearly Talent Show, the chorus show and all school assemblies. Parents are also invited to participate in school class trips.

Two Family Literacy and two Family Math nights are held during the year.

2. The school partners with the following organizations when providing parent workshops: Help Plus, Cornell University, HeadSmart NYC, FDNY-EMS, Sylvan Learning.

3. The Parent Coordinator sends out a survey to all parents asking for their suggestions and needs in the way of parent workshops.

4. After compiling the results of the parent surveys, our Parent Coordinator arranged all the various workshops in accordance with the needs of the parents.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

Beginner(B)	20	12	6	7	4	7								56
Intermediate(I)		13	6	10	5	1								35
Advanced (A)	16	6	12	14	12	8								68
Total	36	31	24	31	21	16	0	0	0	0	0	0	0	159

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	1	1	0	1	5	5							
	I	7	3	2	0	1	1							
	A	16	16	7	3	4	4							
	P	7	10	15	20	17	17							
READING/ WRITING	B	7	2	2	2	7	7							
	I	12	4	10	4	2	2							
	A	3	6	10	12	10	10							
	P	9	18	0	6	8	0							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	13	5	0	21
4	3	14	3	0	20
5	5	9	3	0	17
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	3		9		12		1		25
4	4		10		7		3		24
5	5		11		6		0		22
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science					
	Level 1	Level 2	Level 3	Level 4	Total

	English	NL	English	NL	English	NL	English	NL	
4	1		3		8		11		23
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	7		5		7		0		19
8									0
NYSAA Bilingual Spe Ed									0

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

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

Test)								
Chinese Reading Test								

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.

1. Teachers College Reading and Writing Project is used to assess all our students. When this assessment is administered to ELL students in grades K-2, historically, they have demonstrated weakness in identifying letter sounds and sight words. ELL students in grades 3-5 have scored at least one, sometimes two levels lower than non-ELL students in the TCRWP running record benchmarks.

We also assess using Foundations unit tests, Foundations double dose assessments and skill of the week assessments in grades 2-5.

2. Looking at proficiency levels across grades on the NYSESLAT administered in May 2010 and the LAB-R our ELL students are weakest in reading and writing and strongest in speaking and listening. Out of all our ELL students 13 scored at the beginner level in Listening/Speaking, 14 scored at the intermediate level, 49 scored at the advanced level and 88 scored at the proficient level. For reading/writing 27 of our ELL students scored at beginner level, 34 scored at intermediate level, 41 scored at advanced level and 41 scored at the proficient level.

3. These results inform our teaching strategies for reading and writing. Differentiated instruction in the form of guided reading and one on one conferences in reading and writing is offered to address these weaknesses. Teachers College Units of Study and graphic organizers are used to assist ELL students in writing. Enhanced picture support and vocabulary study is provided to enrich vocabulary. Classroom instruction includes a 75 minute literacy block daily.

ELL students in Grades 3-5 participating in the NY State ELA receive test preparation instruction using Kaplan Advantage, Kaplan Keys, CARS and other test preparation materials. All students in all grades are focusing on a skill of the week to reinforce comprehension strategies.

ESL teachers use the Attanasio & Associates "Getting Ready for the NYSESLAT" test preparation books to help prepare for the NYSESLAT tests in May.

Students in grades 2-5 showing weaknesses in reading, writing, and math are invited to attend our after school program which meets twice weekly for a total of 105 minutes. In January we plan on adding an additional 75 minutes in an after school program.

Out of 17 fifth grade ELL students 5 scored Level 1, 9 scored Level 2 and 3 scored Level 3 on the 2010 ELA. No ELL students scored at Level 4.

The pattern is fairly consistent across all three grades that the majority of ELL students participating in the ELA scored below grade level. We are addressing this by providing differentiated instruction in the form of guided reading and one on one conferences in reading and writing. Teachers College Units of Study and graphic organizers are used to assist ELL students in writing. Enhanced picture support and vocabulary study is provided to enrich vocabulary. Classroom instruction includes a 75 minute literacy block daily.

ELL students in Grades 3-5 participating in the NY State ELA receive test preparation instruction using Kaplan Advantage, Kaplan Keys, CARS and other test preparation materials. All students in all grades are focusing on a skill of the week to reinforce comprehension strategies.

Part VI: LAP Assurances

Students in grades 2-5 showing weaknesses in reading, writing, and math are invited to attend our after school program which meets twice weekly for a total of 105 minutes. In January we plan on adding an additional 75 minutes in an after school program.

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		