



JOSEPH P. ADDABBO  
PS. 64  
2008-09  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)

SCHOOL: 27Q064  
ADDRESS: 82-01 101<sup>ST</sup> AVENUE QUEENS, NY 11416  
TELEPHONE: 718-845-8290  
FAX: 718-848-0052

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SECTION I: SCHOOL INFORMATION PAGE

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

DISTRICT: 27 SSO NAME/NETWORK #: Knowledge Network

SCHOOL ADDRESS: 82-01 101 Avenue Queens New York 11416

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

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

<u>POSITION/TITLE</u>	<u>PRINT/TYPE NAME</u>
SCHOOL LEADERSHIP TEAM CHAIRPERSON	<u>Karen Camhi</u>
PRINCIPAL	<u>Laura Kaiser</u>
UFT CHAPTER LEADER	<u>Kathy Glaser</u>
PARENTS' ASSOCIATION PRESIDENT	<u>Donna Jagnarain</u>
COMMUNITY SCHOOL DISTRICT SUPERINTENDENT	<u>Michele Lloyd-Bey</u>

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: There should be one School Leadership Team (SLT) for each school. As per the *Chancellor's Regulations for School Leadership Teams*, SLT membership must include an equal number of parents and staff (students and CBO representatives are not counted when assessing the balance), and ensure representation of all school constituencies. 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 Chancellor's Regulations A-655 on SLT's; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>*). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.*

Name	Position/Constituency Represented	Signature
Laura Kaiser	*Principal or Designee	
Kathy Glaser	*UFT Chapter Chairperson	
Donna Jagnarain	*PA President	
Karen Camhi	Teacher	
Frankie Kawesch	Teacher	
Linda Pellechi	Teacher	
Farzana Kabir	Parent	
Rameeza Narine	Parent	
Nichole Zuniga	Parent	
Shazada Matin	Parent	

\* Core (mandatory) SLT members.

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

## 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.

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

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

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

In 2007-2008 PS 64 has made significant gains in reading and math:

- Percentage of students at proficiency levels 3 and 4 in ELA is 67.5%
- Overall increase of 6% in 2007-2008 ELA scores
- Percentage of students at proficiency levels 3 and 4 in Mathematics is 91.9%
- Closing the Achievement Gap:
  - Exemplary Proficiency gains for English Language Learners in Math increased by 15.4%
  - Exemplary Proficiency gains for Hispanic students in Math increased by 20%
  - Exemplary Proficiency gains for the students in the lowest third citywide increased by 9.7%
- *Implementation of Teachers College Reading and Writing Benchmark Assessments (TCWRP) in Kindergarten-Grade 5*
- *Implementation of Teachers College Writing Process in Grades 2-5*
- *Development and implementation of Reading, Writing and Math Portfolios*
- *Implementation of Foundations Program in Kindergarten, Grade 1 and Grade 2*
- *Partnership with Music for Many Cultural Dance Program for students in Kindergarten to Grade 2*
- *Partnership with Arts Horizons Cultural Dance Program for students in Grade 3-4*
- *Core Knowledge implementation in Kindergarten and Grade 1*

- *Students in Grades 3 and 5 receive instruction in the learning and playing of the recorder*
- *Grade 5 performs in a recorder concert at Carnegie Hall*
- *Increase in the amount of school trips to broaden and enhance students knowledge base*
- *Art Residency with Studio in a School Art Program*
- *Cornell University Nutrition*
- *Ballroom Dancing Program*
- *Weekly Parent Workshops*
- *Weekly English classes for Parents*

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

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	Joseph P. Addabbo				
District:	27	DBN #:	27Q064	School BEDS Code #:	342700010064

DEMOGRAPHICS									
Grades Served in 2008-09:	<input type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungrad. Ele.	<input type="checkbox"/> Ungrad. Sec.		
<b>Enrollment:</b>				<b>Attendance:</b>					
(As of October 31)	2006	2007	2008	(As of June 30 – % of days students attended)	2006	2007	2008		
Pre-K	0	0	0		93.8	94.0	94.0		
Kindergarten	97	100	84						
Grade 1	109	105	123						
Grade 2	113	114	109	<b>Student Mobility:</b> (% of Enrollment as of June 30)	2006	2007	2008		
Grade 3	144	119	114		13.7	14.1	13.9		
Grade 4	105	141	125						
Grade 5	128	110	139	<b>Eligible for Free Lunch:</b>					
Grade 6				(% of Enrollment as of October 31)	2005	2006	2007		
Grade 7					76.1	69.6	69.6		
Grade 8									
Grade 9				<b>Students in Temporary Housing:</b>					
Grade 10				(Total Number as of June 30)	2006	2007	2008		
Grade 11					1	1	3		
Grade 12									
Ungraded Elementary				<b>Recent Immigrants:</b>					
Ungraded Secondary				(Total Number as of October 31)	2006	2007	2008		
Total	696	691	694		3	5	3		
<b>Special Education Enrollment:</b>				<b>Suspensions:</b>					
(October 31)	2006	2007	2008	(Online Occurrence Reporting System [OORS] – Number as of June 30)	2006	2007	2008		
Number in Self-Contained Classes	0	0	0						
No. in Collaborative Team	10	11	11	Principal Suspensions	3	2	1		

DEMOGRAPHICS							
Teaching (CTT) Classes							
Number all others	35	43	31	Superintendent Suspensions	2	5	1
<i>These students are included in the enrollment information above.</i>							
				<b>Special High School Programs:</b>			
<b>English Language Learners (ELL) Enrollment:</b>				(Total Number)	2006	2007	2008
(October 31)	2006	2007	2008	CTE Program Participants	-	-	-
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	-	-	-
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	135	157	153	<b>Number of Staff:</b>			
# ELLs with IEPs	0	1	0	(As of October 31; includes all full and part-time staff)	2006	2007	2008
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	45	47	46
				Number of Administrators and Other Professionals	7	8	9
<b>Overage Students:</b>							
(# entering students overage for grade as of October 31)	2006	2007	2008	Number of Educational Paraprofessionals	4	5	6
Kindergarten	36	10	3				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender:</b>				(As of October 31)	2006	2007	2008
(% of Enrollment as of October 31)	2006	2007	2008	% fully licensed & permanently assigned to this school	100	100	100
American Indian or Alaska Native	1.4	0.4	0.3	Percent more than two years teaching in this school	82.2	85.1	100
Black or African American	7.0	8.3	7.0	Percent more than five years teaching anywhere	71.1	72.3	97
Hispanic or Latino	46.5	47.6	47.8				
Asian or Native Hawaiian/Other Pacific Isl.	40.5	40.2	42.3	Percent Masters Degree or higher	93.0	94.0	100
White	4.6	3.4	2.8	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	92.3	80.4	97
Multi-racial	0	0	0				
Male	50.2	50.6	52.0				
Female	49.8	49.4	48.0				

2008-09 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received	<input checked="" type="checkbox"/> 2005-06	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09

UPDATED – SEPTEMBER 2008

Title I Part A Funding: \_\_\_\_\_

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

SURR School: No \_\_\_\_\_ If yes, area(s) of SURR identification: \_\_\_\_\_

Overall NCLB/SED Accountability Status (2007-08):  In Good Standing  School in Need of Improvement (SINI) – Year 1

School in Need of Improvement (SINI) – Year 2  NCLB Corrective Action – Year 1  NCLB Corrective Action – Year 2/Planning for Restructuring (PFR)

NCLB Restructured – Year \_\_\_\_  School Requiring Academic Progress (SRAP) – Year \_\_\_\_

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

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

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students	✓	✓	✓			
<b>Ethnicity</b>						
American Indian or Alaska Native	-	-	-			
Black or African American	-	-	-			
Hispanic or Latino	✓	✓	✓			
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	✓			
White	-	-	-			
Multiracial	-	-	-			
<b>Other Groups</b>						
Students with Disabilities	-	-	-			
Limited English Proficient	✓	✓	-			
Economically Disadvantaged	✓	✓	✓			
Student groups making AYP in each subject	5	5	4			

**Key: AYP Status**

✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
✓ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

Progress Report Results – 2007-08		Quality Review Results – 2007-08	
Overall Letter Grade	A	Overall Evaluation:	Well Developed
Overall Score	60.7	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Well Developed
School Environment (Comprises 15% of the Overall Score)	10.9	Quality Statement 2: Plan and Set Goals	Well Developed
School Performance (Comprises 30% of the Overall Score)	18.1	Quality Statement 3: Align Instructional Strategy to Goals	Well Developed
Student Progress (Comprises 55% of the Overall Score)	30.2	Quality Statement 4: Align Capacity Building to Goals	Well Developed
Additional Credit	1.5	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 Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III.) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

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

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

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

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

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

In 2007-2008 PS 64 has made significant gains in reading and math:

- Percentage of students at proficiency levels 3 and 4 in ELA is 67.5%
- Overall increase of 6% in 2007-2008 ELA scores
- Percentage of students at proficiency levels 3 and 4 in Mathematics is 91.9%
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  - Exemplary Proficiency gains for the students in the lowest third citywide increased by 9.7%
- Implementation of Teachers College Reading and Writing Benchmark Assessments (TCWRP) in Kindergarten-Grade 5

- Implementation of Teachers College Writing Process in Grades 2-5
- Development and implementation of new Reading, Writing and Math Portfolios
- Implementation of Foundations Program in Kindergarten, Grade 1 and Grade 2
- Partnership with Queens Hall of Science
- Partnership with Cultural Dance Program for students in Kindergarten to Grade 4
- Core Knowledge implementation in Kindergarten and First Grade
- Students in Grades 3 and 5 receive instruction in the learning and playing of the recorder
- Grade 5 performs in a recorder concert at Carnegie Hall
- Increase in the amount of school trips to broaden and enhance students knowledge base
- Art Residency with Studio in a School Art Program
- Ballroom Dancing Program
- Weekly Parent Workshops
- Weekly English classes for Parents

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

Ongoing challenges include:

Supporting and meeting the needs of a growing ELL population

Keeping class size small due to lack of space

Significant aids include:

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

## SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2008-09 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 (SINI/SRAP/SURR or received a D or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.*

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**Goal 1- To implement Core Knowledge curriculum in grade(s) Kindergarten and Grade 1 in subject area(s) science, social studies, art, music and literature to expand students' knowledge base in selected content areas topics. 100% of classes in Kindergarten and Grade 1 and designated content area teachers in Music, Art, Science and Library will participate in the Core Knowledge instructional program and/or learning activities**

**Goal 2- Engage in a collaborative process with key school staff to identify students in greatest academic need and develop strategies for improvement using the Wilson and Foundation Academic Intervention program in Grades K-5.**

The principal will select an inquiry team that will collaborate over the school year with a fixed meeting schedule to identify a group of students (30) per grade level (K-5) that require academic intervention services. The inquiry team in collaboration with AIS Foundation/Wilson teachers will develop strategies for each student and follow the progress of each student throughout the year. Successful strategies will then be replicated to enhance school support of students in need.

**Goal 3-To provide professional development opportunities strategically targeted to and utilizing student performance progress data, teacher needs and interest in Mathematics**  
60% of faculty conference and department / grade meetings will be on professional development based on data analysis from math periodic assessments, ARIS data. Student portfolios and teacher created classroom assessments.

**Goal 4-To provide professional development opportunities strategically targeted to and utilizing student performance progress data, teacher needs and interest in Literacy**  
60% of faculty conference and department / grade meetings will be on professional development based on data analysis from reading periodic assessments, ARIS data. Student portfolios and teacher created classroom assessments.

**Goal 5 -100% of teachers in Grades K, 1 and 2 will implement Foundations in their classrooms. AIS teachers in Kindergarten, Grade 1 and Grade 2 will service students in need of academic intervention through Foundations Double Dose 5 days a week.**  
100% of the teachers in Grades K, 1 and 2 will instruct the students using the Foundations program. 60% of grade meetings will be on professional development based on data analysis from Foundations unit exams and Foundation probes.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. *Reminder: Schools designated for improvement (SINI/SRAP/SURR or received a 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): Science, Social Studies, Art, Music

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To implement Core Knowledge curriculum in grade(s) Kindergarten and Grade 1 in subject area(s) science, social studies, art, music and literature to expand students’ knowledge base in selected content areas topics.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>100% of classes in Kindergarten and Grade 1 and designated content area teachers in Music, Art, Science and Library will participate in the Core Knowledge instructional program and/or learning activities</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• Fund Core Knowledge AP who will provide support and professional development for teachers in Core Knowledge implementation.</li> <li>• Provide selected staff members with ongoing Core Knowledge professional development provided by UFT TC.</li> <li>• Schedule Common planning time, model lessons, and Core Knowledge content area meeting</li> <li>• Fund purchasing of specific Core Knowledge content area materials, per session funds to support planning of curriculum units; budget allowance for celebrations, events to involve parents, additional supplies for projects and trips.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Student projects</li> <li>• Photograph of student work displays</li> <li>• Participation in student trips to support Core Knowledge curriculum</li> <li>• Programs from celebratory events</li> <li>• Agendas from professional development</li> <li>• Intervisitation schedules</li> </ul>

Subject/Area (where relevant): Academic Intervention

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Engage in a collaborative process with key school staff to identify students in greatest academic need and develop strategies for improvement using the Wilson and Foundation Academic Intervention program in Grades K-5.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>The principal will select an inquiry team that will collaborate over the school year with a fixed meeting schedule to identify a group of students (30) per grade level (K-5) that require academic intervention services. The inquiry team in collaboration with AIS Foundation/Wilson teachers will develop strategies for each student and follow the progress of each student throughout the year. Successful strategies will then be replicated to enhance school support of students in need.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• Foundation/ Wilson Staff Developer from Tweed (Maura Hersh)</li> <li>• Staff will be recruited to serve as a part of the School Inquiry Team based on the school focus.</li> <li>• Staff will be scheduled for common periods and after school sessions as required.</li> <li>• School staff will be paid to meet as a team after school through budgeted funds that are provided by both DOE and School funds.</li> <li>• Inquiry Team will analyze and implement focused scaffolded strategies based on student needs.</li> <li>• Data Specialist will input and disseminate data results to teachers, parents and students</li> <li>• Ongoing training by the Wilson/Foundation Academy in the implementation of Wilson and Foundation Academic Intervention Program and Assessments</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Student portfolios</li> <li>• Benchmarking data to evaluate ongoing student achievement</li> <li>• Wilson assessment data</li> <li>• Foundations Probe data</li> <li>• Foundations Unit tests</li> <li>• TCRWP Assessments/ Running Records</li> </ul>

Subject/Area (where relevant):

Math

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<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	To provide professional development opportunities strategically targeted to and utilizing student performance progress data, teacher needs and interest in Mathematics
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	60% of faculty conference and department / grade meetings will be on professional development based on data analysis from math periodic assessments, ARIS data. Student portfolios and teacher created classroom assessments.
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	<ul style="list-style-type: none"><li>• Fund Inquiry Team, Data Specialist</li><li>• Schedule common prep, lunch &amp; learn, per session and study groups</li><li>• Work with Data Specialist to deepen staff awareness &amp; understanding of data (hard/soft).</li><li>• Support teachers in the use of Technology to access data from periodic assessments.</li><li>• Collaborate with LSO staff to enhance our PD offerings.</li></ul>
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"><li>• Agendas</li><li>• Sample model lesson plans</li><li>• LSO - Professional Development Calendar</li><li>• Teacher Professional/ Resources</li><li>• Study Groups</li><li>• Visitation schedules</li></ul>

Subject/Area (where relevant):

Literacy

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<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To provide professional development opportunities strategically targeted to and utilizing student performance progress data, teacher needs and interest in Literacy</p>	<p>.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>60% of faculty conference and department / grade meetings will be on professional development based on data analysis from reading periodic assessments, ARIS data. Student portfolios and teacher created classroom assessments.</p>	
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• Fund Inquiry Team, Data Specialist</li> <li>• Schedule common prep, lunch &amp; learn, per session and study groups</li> <li>• Work with Data Specialist to deepen staff awareness &amp; understanding of data (hard/soft).</li> <li>• Support teachers in the use of Technology to access data from periodic assessments.</li> <li>• Collaborate with LSO staff to enhance our PD offerings.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Agendas</li> <li>• Sample model lesson plans</li> <li>• LSO - Professional Development Calendar</li> <li>• Teacher Professional/ Resources</li> <li>• Study Groups</li> <li>• Visitation schedules</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

Subject/Area (where relevant): Phonics/ Foundations Program

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>100% of teachers in Grades K, 1 and 2 will implement Foundations in their classrooms. AIS teachers in Kindergarten, Grade 1 and Grade 2 will service students in need of academic intervention through Foundations Double Dose 5 days a week.</p>	<p>.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>100% of the teachers in Grades K, 1 and 2 will instruct the students using the Foundations program. 60% of grade meetings will be on professional development based on data analysis from Foundations unit exams and Foundation probes.</p>	
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• Schedule common prep, lunch &amp; learn, per session and study groups</li> <li>• Work with Foundation Double Dose AIS teachers to deepen K,1 and 2 teachers awareness &amp; understanding of data from unit test, benchmarks and probes</li> <li>• Support teachers in the use of disaggregating data from unit tests, benchmarks and probes</li> <li>• Collaborate with Tweed Staff Developer Maura Hersh to provide ongoing Professional Development for Teachers in Grades K, 1 and 2</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• <b>Agendas</b></li> <li>• <b>Sample model lesson plans</b></li> <li>• <b>Teacher Professional/ Resources</b></li> <li>• <b>Visitation schedules</b></li> <li>• <b>Grade Conferences</b></li> <li>• <b>Common prep periods once a week</b></li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
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**REQUIRED APPENDICES TO THE CEP FOR 2008-2009**

***Directions:** All schools must complete Appendices 1, 2, 3, 7 & 8. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools, NCLB Restructured Schools, and Schools Requiring Academic Progress (SRAP), must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note:** Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.*

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

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

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

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SINI AND SRAP SCHOOLS**

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

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

**UPDATED – SEPTEMBER 2009**

FOR ALL SCHOOLS

APPENDIX 8: CONTRACT FOR EXCELLENCE (CFE) SCHOOL-BASED EXPENDITURES FOR 2008-09 – SED REQUIREMENT FOR ALL SCHOOLS

UPDATED – SEPTEMBER 2009

**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	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	31	11	N/A	N/A	4	0	2	0
1	34	14	N/A	N/A	3	0	0	2
2	73	40	N/A	N/A	6	0	0	4
3	82	60	N/A	N/A	8	0	1	10
4	80	60	60	60	10	0	0	2
5	87	61	61	61	14	0	1	5
6								
7								
8								
9								
10								
11								
12								

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>All students on performance Levels 1 and 2 will attend both the extended day and after school program from September to June. Level 1 and 2 students are selected to receive academic invention in Wilson: small group and one on one during the school day and after school.</p> <p>Foundations: small group and one on one during the school day.</p> <p>Extended Day- small groups of 10 students, after school, two days a week for 75 minutes each day.</p> <p>After school- small groups, after school, two days a week for 75 minutes each day.</p>
Mathematics:	<p>All students on performance Levels 1 and 2 will attend both the extended day and after school program from September to June.</p> <p>Extended Day- small groups of 10 students, after school, two days a week for 75 minutes each day.</p> <p>After school- small groups, after school, two days a week for 75 minutes each day.</p>
Science:	<p>All students on performance Levels 1 and 2 will attend both the extended day and after school program from September to June.</p> <p>Extended Day- small groups of 10 students, after school, two days a week for 75 minutes each day.</p> <p>After school- small groups, after school, two days a week for 75 minutes each day.</p>
Social Studies:	<p>All students on performance Levels 1 and 2 will attend both the extended day and after school program from September to June.</p> <p>Extended Day- small groups of 10 students, after school, two days a week for 75 minutes each day.</p> <p>After school- small groups, after school, two days a week for 75 minutes each day.</p>
At-risk Services Provided by the Guidance Counselor:	Counseling –small group, one on one during the day
At-risk Services Provided by the School Psychologist:	N/A
At-risk Services Provided by the Social Worker:	Counseling –small group, one on one during the day
At-risk Health-related Services:	<p>Speech- small group and one on one- during the day.</p> <p>P/T- small group and one on one- during the day.</p> <p>O/T- small group and one on one- during the day.</p> <p>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)

## **P.S. 64 Language Allocation Plan**

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

*All parents of new public school enrollees in New York City are required to complete a Home Language Identification Survey (HLIS). This survey helps the school system identify students who may have limited English language proficiency. Once potential ELLs are identified, they are administered the revised Language Assessment Battery (LAB-R) test within ten days of enrollment. The LAB-R results determine whether students are entitled to bilingual/ESL programs and services. School administrators use the LAB-R data to inform instructional programs and initial language allocations. The LAP team of PS 64 consists of four ESL certified teachers, Ms. Falco, Ms. Cueto, Ms. Goldstein, Ms. Schifris, our Parent Coordinator, the Data Specialist, the Assistant Principal and the Principal reviews the HLIS and the LAB-R results to determine the programs and services for each eligible student.*

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

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

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

TBE we must would need a minimum of 25 students at one grade level requesting the same language in order to implement the TBE program.

**Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.**

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

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

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

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

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

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

Of the 18 fourth grade ELL students that took 3<sup>rd</sup> grade ELA in 2007-2008, 1 student scored level 1, 15 students scored Level 2 and 2 students scored Level 3. The data indicates that most ELL students currently in fourth grade are below proficiency in reading according to the ELA. All ELL students in Fourth Grade attend the extended day and after school programs to provide additional instruction in reading. By attending both these programs, ELL students are receiving an additional 5 hours of instruction weekly.

Of the 20 fifth grade ELL students that took 4<sup>th</sup> grade ELA in 2007-2008, 3 students scored level 1, 14 students scored Level 2 and 3 students scored Level 3. The data indicates that most ELL students currently in fifth grade are below proficiency in reading according to the ELA. All ELL students in Fifth Grade attend the extended day and after school programs to provide additional instruction in reading. By attending both these programs, ELL students are receiving an additional 5 hours of instruction weekly.

Of the 19 fourth grade ELL students that took 3<sup>rd</sup> grade State Math Exam in 2007-2008, no students scored level 1, 4 students scored Level 2 and 13 students scored Level 3 and 2 students scored at Level 4. The data indicates that most ELL students currently in fourth grade are at or above proficiency in math according to the State Math Exam. All ELL students in Fourth Grade attend the extended day and after school programs to provide additional instruction in math. By attending both these programs, ELL students are receiving an additional 5 hours of instruction weekly.

*Of the 28 fifth grade ELL students that took 4th grade State Math Exam in 2007-2008, 4 students scored level 1, 8 students scored Level 2 and 16 students scored Level 3. The data indicates that most ELL students currently in fifth grade are at or above proficiency in math according to the State Math Exam. All ELL students in Fifth Grade attend the extended day and after school programs to provide additional instruction in math. By attending both these programs, ELL students are receiving an additional 5 hours of instruction weekly.*

***Describe how the school leadership and teachers are using the results of the ELL Interim Assessments.***

*P.S. 64 has opted out of having our ELL students participate in the ELL Interim Assessments in 2008-2009.*

***What is the school learning about ELLs from the Interim Assessments? How is the Native Language used?***

*PS 64 is not using the ELL Interim Assessments in 2008-2009.*

***How is instruction delivered? What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?***

*P.S. 64 implements the Freestanding English as a Second Language (ESL) Model of Instruction.*

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

*The ESL instructional program model includes “pull-out” and “push-in” teaching.*

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

*ELL students are placed in the same classroom at each grade level in order to receive ELL services with minimal pull out.*

***What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class]?***

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

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

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

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

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

Kindergarten- 3

First Grade-3

Second Grade-2

Third Grade- 2

Fourth Grade-2

Fifth Grade-2

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

*P.S. 64 operates a freestanding ESL program for its Limited English Proficient (LEP) students in each of its grades K – 5. As of the writing of the 2008-2009*

*Language Allocation Policy (LAP), the school had 153 LEP students out of a total school population of 694. The language of instruction is English, although the native language of the student may at times also be used informally to assist newcomers in their adjustment to the school. LEP students are served, as per CR Part 154 regulations, a minimum 180 or 360 minutes per week, according to ability level. Ability level is determined by the spring NYSESLAT exam, if available, or according to LAB-R score. In most cases LEP students are served well in excess of the required minutes. The program is in operation the entire length of the school year. In the fall, students are grouped according to ability level (Beginning/Intermediate or Advanced) in classes, which also contain non-LEP students. ESL teachers push in to the classes for the required number of minutes. P.S. 64's four ESL teachers are fully certified by the State to teach ESL. The school schedules ESL teachers to push in at some point during the three-period Balanced Literacy Program literacy block. This is not always possible due to scheduling constraints. It has been found that push in during the Literacy Block is particularly helpful to allow for more personalized and differentiated instruction. Regardless of the subject that is taught during push in, this model enables LEP students to remain in grade-level content-area instruction. They are being supported by ESL teachers who work closely with the classroom teacher utilizing appropriate ESL methodologies. Some of the methodologies employed are: CALLA, Sheltered Instruction Observation Protocol (SIOP), extensive scaffolding, and connections to prior knowledge. Pictures, visuals, manipulatives, modulation of teacher's speech patterns and Total Physical Response (TPR) techniques are utilized. Required tasks are divided into many easier stages. Expected results are modeled by teachers and other students. LEP students are then able to progress toward completing grade level work. At the same time, the ESL teacher provides one on-one and small group support. LEP students are able to take risks in the four modalities and gain increased practice in conversational skills in a less threatening and more comfortable environment. For both push in and pull out LEP students, a wide variety of ESL instructional materials, such as Foundations in Grades K-2, the Rigby ESL guided reading series, Attanasio & Associates "Getting Ready for the NYSESLAT" test preparation booklets, and grade-level ESL series by Scott Foresman, are utilized by ESL teachers. For newcomer ELLs and struggling ELLs who require additional help, the following additional programs and services are available: ESL teachers' schedules are organized so that, in addition to the periods mandated by CR Part 154, several periods are available during the week to pull out new-beginner and struggling ELL's. Specific instruction in phonics and beginning reading skills are emphasized. To date, the "Foundations" and selected other phonics materials have been utilized. The 150 minute AIS extended day program provides an additional opportunity for struggling LEP students. At P.S. 64, the AIS program is for 75 minutes after the regular school day, two days per week. Small groups of no more than*

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10 students are serviced by either their regular classroom teacher or an ESL teacher. In the 2008-2009 academic year, it is hoped that the average size of the groups will be 5 students, in order to target those most in need. In addition, ELL students also attend an after-school program two days a week for an additional 150 minutes of reading, writing, and math instruction. Both the extended day and after-school programs reinforce the reading, writing, speaking, and listening English language acquisition skills.

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

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

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

Kindergarten- 3

First Grade-3

Second Grade-2

Third Grade- 2

Fourth Grade-2

Fifth Grade-2

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

Marla Goldstein- Kindergarten ELLs

Rosalie Falco- First Grade ELLs

Laura Schifris- Second and Fourth Grade ELLs

Iris Cueto-Angarill- Third and Fifth Grade ELLs

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

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***How are the content areas delivered in each program model?***

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

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

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

*High-Quality Teachers of ELLs: PS 64 employees four full time certified ESL teachers, Ms. Falco, Ms. Cueto, Ms. Goldstein, Ms. Schifris. Educational programs for ELLs are staffed with teachers who demonstrate strong academic language proficiency, in both English and other languages of instruction, and are equipped with the appropriate teaching certifications, engaged in professional development, and skilled in both content and pedagogy.*

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

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

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

- Provides academic content-area instruction in English using ESL methodology and instructional strategies.*
- Incorporates ESL strategic instruction.*
- Assists students to achieve the state-designated level of English proficiency for their grade.*

- *Helps ELLs meet or exceed New York State and City standards.*
- *In freestanding ESL programs, language arts are taught using ESL and ELA methodologies.*
- *Content areas are taught in English using ESL strategies.*

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

***How do you differentiate instruction for ELL subgroups?***

***Describe your instructional plan for SIFE.***

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

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

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

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

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

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

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

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

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

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

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

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

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

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

*Kindergarten- 3*

*First Grade-3*

*Second Grade-2*

*Third Grade- 2*

*Fourth Grade-2*

*Fifth Grade-2*

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

*Marla Goldstein- Kindergarten ELL's*

*Rosalie Falco- First Grade ELL's*

*Laura Schifris- Second and Fourth Grade ELL's*

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

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

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

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

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

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

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

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

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

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

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

***How is Native Language support delivered in each program model?***

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

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

# P.S. 64 Language Allocation Worksheet

Enter the number of ELLs by years of identification and program model in each box. If there are Students with Interrupted Formal Education (SIFE) or Bilingual special education (Bil. Sp.Ed.) students within that cohort, enter that number in the appropriate subgroup box (see example).

	TBE		DUAL LANGUAGE		ESL		TOTAL	
ELLs (3 years or less)	SIFE: 0	SP. ED. 0	SIFE: 0	SP. ED. .0	SIFE: 0	SP. ED. 0	SIFE: 0	SP. ED. 0
	0		0		133		133	
ELLs (4-6 years)	SIFE: 0	SP. ED. 0	SIFE: 0	SP. ED. 0	SIFE: 0	SP. ED. 0	SIFE: 0	SP. ED. 0
	0		0		20		20	
Long-Term ELLs (more than 6 years)	SIFE: 0	SP. ED. 0	SIFE: 0	SP. ED. 0	SIFE: 0	SP. ED. 0	SIFE: 0	SP. ED. 0
	0		0		0		0	

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

## V. Assessment Analysis

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

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

AGGREGATE PERFORMANCE RESULTS TO ANALYZE STRENGTHS AND WEAKNESSES OF YOUR ELLS IN SPECIFIC MODALITIES WITH USING ATS FOR NYSESLAT DATA AS WELL AS THE STATE MEMORANDA RELEASED ANNUALLY

(<http://www.emsc.nysed.gov/osa/nyseslat.html>), ON ANALYZING MODALITIES. AT A MINIMUM, OBSERVE THE NUMBER OF STUDENTS IN EACH LEVEL AND GRADE.

	K	1	2	3	4	5				
<b>LISTENING</b>										
B		11								
I		10								
A		16								
<b>SPEAKING</b>										
B		13								
I		16								
A		8								
<b>READING</b>										
B		21								
I		12								
A		4								
<b>WRITING</b>										
B		17								
I		15								
A		5								

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

Test	Grade	Level I		Level II		Level III		Level IV		Total	
		English	NL	English	NL	English	NL	English	NL	English	NL
<b>ENGLISH</b>											
<b>English Language Arts</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
	4	1		15		2		0		18	

Arts (ELA)	5	3		14		3		0		20	
NY State	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Math	4	0		4		13		2		19	
	5	4		8		16		0		28	

2008-2009 LAP

*School Principal* \_\_\_\_\_ *Date* \_\_\_\_\_

*ELL Instructional Support Specialist* \_\_\_\_\_ *Date* \_\_\_\_\_

*Community Superintendent* \_\_\_\_\_ *Date* \_\_\_\_\_

## Part B: CR Part 154 (A-6) Bilingual/ESL Program Description

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Type of Program: \_\_\_ Bilingual \_\_\_x\_ ESL \_\_\_ Both      Number of LEP (ELL) Students Served in 2007-08: \_\_\_\_\_157\_\_\_\_\_

### I. Instructional Program

All parents of new public school enrollees in New York City are required to complete a Home Language Identification Survey (HLIS). This survey helps the school system identify students who may have limited English language proficiency. Once potential ELLs are identified, they are administered the revised Language Assessment Battery (LAB-R) test within ten days of enrollment. The LAB-R results determine whether students are entitled to bilingual/ESL programs and services. LEP students are served, as per CR Part 154 regulations, a minimum 180 or 360 minutes per week, according to ability level. Ability level is determined by the spring NYSESLAT exam, if available, or according to LAB-R score.

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

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

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

*P.S. 64Q is an elementary K-5 school located in Ozone Park, Queens in District 27, Region 5. The total population of students as of the writing of the 2007-2008 Language Allocation Policy was 691. Of these 157, or 20.1% were ELLs. Of these, 77 (49%) had Spanish as the home language and 67 (43%) had Bengali (a*

native language of Bangladesh) as the home language. The school has smaller numbers of ELLs who have Chinese, Urdu, Arabic, French and Filipino as the home language. 119 (86%) of the school's ELLs have been in an ESL program for three years or less.

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

ESL teachers push-in to the classes for the required 180 or 360 minutes of English instruction. In most cases, ESL teachers push-in to the classes for more than the required number of minutes. In the 2007-2008 year, P.S. 64 will have 3 Kindergarten classes, 2 first-grade classes, 2 second-grade classes, 2 third-grade classes, 2 fourth-grade classes and 2 fifth-grade classes that contained ELLs who received 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, the Rigby ESL guided reading series, Attanasio & Associates "Getting Ready for the NYSESLAT" test preparation booklets, and grade-level ESL series by Scott Foresman, are utilized by ESL teachers.

For newcomer ELLs and struggling ELLs who require additional help, additional programs and services are available:

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

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

For the 2007-2008 school year, the Wilson Foundations reading program for early readers will be used universally in all Kindergarten, Grade 1 and Grade 2 classes.

## II. Parent/community involvement:

P.S. 64 provide many parent involvement opportunities for Ell's parents. All parent workshops are given in three languages Bengali, English and Spanish. The following workshops specifically target the Ells parents. Parent Orientations for new Ells students are given 5 times throughout the year: ESL class for parents taught by our parent coordinator twice a week. A parent workshop for ELL parents to assist in the understanding of the NYSLELAT, ELA, MATH, SCIENCE AND SOCIAL STUDIES EXAMS. An Immigration Lawyer provided free legal advice on citizenship to our ESL parents. Nutrition workshops given in Bengali and in Spanish with recipes exchanged. In addition, P.S. 64 has increased the availability of translation for Parent Association meetings, meet-the-teacher nights, parent-teacher conferences and notices sent home

III. Project Jump Start (Programs and activities to assist newly enrolled LEP students): In May of each year the 4 ESL teachers go the two neighborhood Community Based Pre-K's to individually administer the LAB-R exam. The Pre-K parents are invited in to meet with the Principal, Assistant Principal and four ESL teachers to discuss the Kindergarten program and ask any question they may have before their child begins Kindergarten in September.

#### **IV. Staff Development (2007-2008 activities):**

*P.S. 64's four ESL teachers are fully certified by the State to teach ESL. ESL staff is engaged in ongoing professional development through the district and through other providers.*

*ESL teachers will conduct an interactive professional development session to all mainstream classroom teachers this year to review the NYSESLAT exam and allow teachers to take portions of the exam, with a focus on identifying the skills and strategies necessary for ELLs to achieve a high level on this exam. The workshop will include an informative discussion regarding challenges that ELLs and teachers of ELLs face, common misconceptions regarding ELLs, the process to identify ELLs, and cultural sensitivity issues. The NYC parent video will also be shown.*

*Kindergarten, First and Second Grade classroom teachers and the ESL teachers attended a full day professional development in the teaching of the Wilson Foundations. In addition, ESL teachers have been trained in Modeled Writing, Shared Reading and Guided Reading. Q-TEL and training given by the ISC are attended by all 4 ESL teachers throughout the year.*

*In addition to more formal professional development workshops, the school's ESL teachers serve as a more informal resource to classroom teachers, providing feedback and ideas for instruction of ELLs during the course of the regular school day. In the 2007-2008 calendar year, specific periods have been scheduled for linkage between ESL teachers and classrooms teachers*

Number of LEP Students Identified and Served in Each School Building by Type of Program in 2007-08 A-2

School District: 27

Type of Program: ESL X  
(Check one only)

School Building PS 64

(Complete this form for each school building with LEP students in grades K-6 during 2007-08)

Language	K			Grade 1			Grade 2			Grade 3			Grade 4			Grade 5		
	Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served	
		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL
Arabic (ARB)			2			1			-			-			-			-
Bengali (BEN)			12			13			15			5			9			7
Bosnian (BOS)			-			-			-			-			-			-
Chinese (CMN)			-			-			-			-			-			1
French (FRA)			-			-			-			-			-			-
H. Creole (HAT)			-			-			-			-			-			-
Hindi (HIN)			-			-			-			-			-			-
Japanese (JPN)			-			-			-			-			-			-
Korean (KOR)			-			-			-			-			-			-
Polish (POL)			-			-			-			-			-			-
Portuguese (POR)			-			-			-			-			-			-
Russian (RUS)			-			-			-			-			-			-
Spanish (SPA)			10			19			10			16			14			13
Vietnamese (VIE)			-			-			-			-			-			-
Urdu			3			1			1			1			-			-
Philippine			-			-			-			-			-			-
<b>SUB TOTALS</b> →			27			34			26			22			23			21

Total Number of LEP students in grades K-6 Identified in the Building in 2007-08  
(Do not include long-term LEPs)

153

Total Number of LEP students in grades K-6 Served in the Building in 2007-08  
(Do not include long-term LEPs)

0  
Bilingual

153  
ESL

Part C: Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2008-2009  
Form TIII – A (1)(a)

Grade Level(s) K-5                      Number of Students to be Served: 153 LEP \_\_\_\_\_ Non-LEP

Number of Teachers 4                      Other Staff (Specify) \_\_\_\_\_

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program –

*P.S. 64 operates a freestanding ESL program for its Limited English Proficient (LEP) students in each of its grades K – 5. As of the writing of the 2008-2009 Language Allocation Policy (LAP), the school had 153 LEP students out of a total school population of 694. The language of instruction is English, although the native language of the student may at times also be used informally to assist newcomers in their adjustment to the school. LEP students are served, as per CR Part 154 regulations, a minimum 180 or 360 minutes per week, according to ability level. Ability level is determined by the spring NYSESLAT exam, if available, or according to LAB-R score. In most cases LEP students are served well in excess of the required minutes. The program is in operation the entire length of the school year. In the fall, students are grouped according to ability level (Beginning/Intermediate or Advanced) in classes, which also contain non-LEP students. ESL teachers push in to the classes for the required number of minutes. P.S. 64's four ESL teachers are fully certified by the State to teach ESL. The school schedules ESL teachers to push in at some point during the three-period Balanced Literacy Program literacy block. This is not always possible due to scheduling constraints. It has been found that push in during the Literacy Block is particularly helpful to allow for more personalized and differentiated instruction. Regardless of the subject that is taught during push in, this model enables LEP students to remain in grade-level content-area instruction. They are being supported by ESL teachers who work closely with the classroom teacher utilizing appropriate ESL methodologies. Some of the methodologies employed are: CALLA, Sheltered Instruction Observation Protocol (SIOP), extensive scaffolding, and connections to prior knowledge. Pictures, visuals, manipulatives, modulation of teacher's speech patterns and Total Physical Response (TPR) techniques are utilized. Required tasks are divided into many easier stages. Expected results are modeled by teachers and other students. LEP students are then able to progress toward completing grade level work. At the same time, the ESL teacher provides one on-one and small group support. LEP students are able to take risks in the four modalities and gain increased practice in conversational skills in a less threatening and more comfortable environment. For both push in and pull out LEP students, a wide variety of ESL instructional materials, such as Foundations in Grades K-2, the Rigby ESL guided reading series, Attanasio & Associates "Getting Ready for the NYSESLAT" test preparation booklets, and grade-level ESL series by Scott Foresman, are utilized by ESL teachers. For newcomer ELLs and struggling ELLs who require additional help, the following additional programs and services are available: ESL teachers' schedules are organized so that, in addition to the periods mandated by CR Part 154, several periods are available during the week to pull out new-beginner and struggling ELL's. Specific instruction in phonics and beginning reading skills are emphasized. To date, the "Foundations" and selected other phonics materials have been utilized. The 150 minute AIS extended day program provides an additional opportunity for struggling LEP students. At P.S. 64, the AIS program is for 75 minutes after the regular school day, two days per week. Small groups of no more than 10 students are serviced by either their regular classroom teacher or an ESL teacher. In the 2008-2009 academic year, it is hoped that the average size of the groups will be 5 students, in order to target those most in need. In addition ELL students also attend an after school program two days a week for an additional 150 minutes of reading, writing and math instruction. Both the extended day and after school programs reinforce the Reading, Writing, Speaking and listening English language acquisition skills.*

**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 2008-2009 school year.*

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

*Throughout the 2008-2009 calendar year the four ESL teachers attended five full day professional development workshops on the teaching approaches and techniques of Balanced Literacy. Professional development sessions included theory, demonstration lessons, discussions and feedback of the various Balanced Literacy components. The Balanced Literacy components that were studied in depth included Guided Reading K-2 and 3-5, Modeled Writing, Writers Workshop, Shared Reading and Academic Vocabulary*

*In the 2008-2009 calendar year, specific periods have been scheduled for linkage between ESL teachers and classrooms teachers. Through use of these periods, the school's ESL teachers may serve as an informal resource to classroom teachers, providing feedback and ideas for instruction of LEP students both during the scheduled push in periods and throughout the course of the regular school day.*

**Form TIII – A (1)(b)**

**Title III LEP Program**

**School Building Budget Summary**

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)		
Purchased services such as curriculum and staff development contracts		
Supplies and materials	\$22,656	Textbooks, trade books and test preparation books
Travel		
Other		
<b>TOTAL</b>	<b>\$22,656</b>	

### 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

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
  - Using the home language surveys PS. 64 is able to determine the written translations and oral interpretations needed to ensure that all parents are provided with appropriate and timely information in a language they can understand.
  - Data is recorded and maintained into ATS, on emergency blue cards and on the HLIS.
  - The school aides have a list of the number of students in each class that are to receive specific languages.
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.
  - Based on the home language surveys 168 parents requested Bengali as their written and spoken language
  - Based on the home language surveys 235 parents requested Spanish as their written and spoken language
  - Since there is such a large number of parents requesting written translations, all school notices are distributed and written in three languages Bengali, Spanish and English.
  - Oral interpretation is available for all parent- teacher conferences, workshops and meetings.

#### Part B: Strategies and Activities

---

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

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

## APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

*All Title I schools must complete this appendix.*

### Directions:

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

### Part A: TITLE I ALLOCATIONS AND SET-ASIDES

1. Enter the anticipated Title I allocation for the school for 2008-2009 \$436,156
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program \$4,361
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified \$21,770
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2007-2008 school year 97%
5. If the percentage of high quality teachers during 2007-2008 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.

PS 64's librarian is currently attending college to earn a degree in Library Science. Librarian's tuition is paid for using the 5% Title 1 set aside funds.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT  
School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

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

*Laura Kaiser  
Principal*

*Nina Auster  
Assistant Principal*

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

Dear Parent or Guardian:

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

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

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

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

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

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

**UPDATED – SEPTEMBER 2009**

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

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

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

*Sincerely,  
Ms. Kaiser  
Principal*

**School-Parent Compact - Attach a copy of the school's Parent Involvement Policy.**

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

***Laura Kaiser  
Principal***

***Nina Auster  
Assistant Principal***

***P.S. 64 Parent Involvement Policy***

The New York City Department of Education recognizes that children excel when parents work closely with teachers and principals to develop strong partnerships. As partners in education, parents, guardians, and other family members have certain rights and responsibilities. P.S 64 parent involvement plan for the 2008-2009 school year consists in providing parent workshops to educate and empower parents on helping their child academically achieve. The parent workshops will demonstrate the strategies and skills needed in helping their child succeed academically. In June, each student will receive a summer reading book to increase and promote literacy. These summer reading books will promote literary discussions amongst students and their parents.

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.

**UPDATED – SEPTEMBER 2009**

- The right to file complaints and appeals.
- The right to translation and interpretation services in order to communicate effectively with the Department, in accordance with Chancellor's Regulation [A-663](#).

All Parents Have the Following Responsibilities:

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

We Encourage Parents To:

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

*Sincerely,  
Ms. Kaiser  
Principal*

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

1. *A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards. Administrators and teachers will review the performance of the students based upon the results gathered through the ARIS system, NY Start, NYS Standardized Test Scores in ELA, Math, Social Studies and Science, Quality Review, Progress Reports and Inquiry Teams. In addition, teachers will use class tests, reading and math portfolios, writing notebooks and teacher judgment to determine and formulate lists of students in need of academic intervention services.*
2. **School wide 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 K-5 will monitor the achievement of students throughout the year in both reading and math. Small group instruction is offered throughout the school day and after school to differentiate instruction based on the needs of the students. Students in need of academic intervention will attend the after school 150 minute extended day program and an after school program 2 days a week. In addition an after school program on Wednesday and Thursday from 2:35-400 will provide extra academic intervention for all students in need.*

3. **Instruction by highly qualified staff.**

*At this time, 97% of the teachers at P.S. 64 are highly qualified. Wherever possible, all recruited teachers will be appropriately certified.*

4. **High-quality and ongoing professional development for teachers, principals, and paraprofessionals**

*The school's professional development committee will target the assessed pedagogical needs of the staff by planning differentiated high quality professional development. This will be implemented during staff development days, grade conferences, faculty conferences and "Lunch and Learn" sessions. All professional development will be evaluated to determine its effectiveness in promoting high quality instruction leading to improved student results. Ten percent of Title I monies is*

*used for PD activities through the services of our Literacy and Mathematics Coaches. In addition, AUSSIES have been hired to train and conduct model lessons in the approaches and techniques of Balanced Literacy.*

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

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

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

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

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

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

***Ongoing Communication for Staff***

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

***Transition Activities for Children***

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

***Involvement of Parents in Transition***

**UPDATED – SEPTEMBER 2009**

- *Provide parents with information about the school their child will be attending*
  - *Invite school personnel, teachers and principals, to attend a parent meeting and discuss the kindergarten program, the role of parents in the school and to answer any other questions. It is a good idea to include family assistants or parent coordinators that can translate the information during the meeting.*
  - *Organize and implement a Kindergarten Fair at each elementary school.*
  - *Invite parents who have already had children transition to kindergarten to talk about their experience to the parents of the incoming group.*
  - *Establish routines that children will use during the year, i.e., where children will be picked up at the end of the day, where children will eat lunch, etc.*
8. **Measures to include teachers in the decisions regarding the use of academic assessments** *in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.*  
*Teachers are required to maintain student portfolios, which reflect standards-based work and student achievement. Using the new periodic assessments that will be given 5 times a year, reading benchmarks, standardized test results, Princeton Review results, math assessments and teacher judgment, students are placed in differentiated groups, which target their strengths and weaknesses. Groups are flexible to meet the needs of all students. Teachers meet with the Principal, Assistant Principal and SBST to discuss student progress.*
9. **Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance.** *The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.*  
*Students who experience difficulty mastering the proficient or advanced levels of academic achievement are identified early in the school year or are identified in June of the previous year. Standardized test results, student portfolios and teacher made assessments are used to identify these students. Individualized education plans are formulated in conjunction with the IEP teacher. After school 37 ½ minute programs are offered as are after school programs. Throughout the school day, Academic Intervention Teachers work with these students either one on one or in small groups. The IEP teacher and PIP teacher also provide*
10. **Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.**  
*In conjunction with the head of food services in our school, a nutrition club meets monthly to advise our students of healthy eating. Our Parent Coordinator runs an 8-week nutrition class for parents in conjunction with Cornell University. Bi-weekly ESL Programs are also offered for parents by our Parent Coordinator. Our Guidance Counselors hold peer intervention workshops for our students, as well as arranging for CAPP to help raise awareness about child abuse*

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS- N/A

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

*All schools must complete this appendix.*

**Background**

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

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

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

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

***1A. English Language Arts***

**Background**

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

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

#### ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)<sup>1</sup> data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– English Language Learners

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

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

1A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

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

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

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

Applicable  Not Applicable

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

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

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

## 1B. Mathematics

### Background

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

### Specific Math Alignment Issues:

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

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

1B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.  
*Teachers of Grades K-5 are given pacing calendars, unit exams and portfolio assessments in the process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation)*

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

Applicable  Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?  
*The evidence that dispels the relevance of this finding is that the New York State Learning Standard for Mathematics, process strands and content strands are monitored and taught through the use of math pacing calendars. Additionally, students are assessed on conceptual understanding, procedural fluency, and problem solving.*

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

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## KEY FINDING 2: INSTRUCTION

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

### 2A – ELA Instruction

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

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

2A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.  
*Student in grades K-5 are taught using Balanced Literacy Methodologies. These methodologies are based on small flexible grouping based on students needs. Direct teaching is used in the format of mini-lessons in reading, writing and mathematics, followed by small group instruction in order to meet the needs of the students. Instruction and grouping of students is based on the assessment.*

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

Applicable  Not Applicable

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

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

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

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### ***2B – Mathematics Instruction***

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM<sup>2</sup>)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

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

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

Applicable  Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?  
*The evidence that dispels the relevance of this finding is that Everyday Mathematics in Grades K-5 is taught is not taught solely by lecture but through the whole, part, whole model of instruction. Students work daily in flexible small groups using math manipulatives in order to support hands-on learning.*

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

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### KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

*Teacher turnover is very low at PS 64. There has been one new teacher hired in the past 3 years.*

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

Applicable  Not Applicable

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

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

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

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### KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such

**UPDATED – SEPTEMBER 2009**

professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

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

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

Applicable  Not Applicable

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

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

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

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#### KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

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

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

**UPDATED – SEPTEMBER 2009**

Applicable  Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?  
*The evidence that dispels the relevance of this finding is that NYSESLAT scores are used in the reorganization of classes so that Beginners; Intermediate and Advanced students can be placed in classes to receive mandated ESL services. At the beginning of each school year classroom teachers meet with ESL teachers to discuss the strengths and weaknesses of each ELL students in their class. Teachers review the language acquisition skills for each student with the ESL teachers during their common prep periods once a week. In addition each ELL student is monitored and assessed using the TCRWP and Foundation unit tests in order to continually assess their ongoing progress.*

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

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#### KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.  
*Through ongoing professional development general education teachers are familiar with the content of the IEPs of their students with disabilities, and with accommodations and modifications that would help support the students with disabilities in their classrooms, and are knowledgeable regarding behavioral support plans for these students.*

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

Applicable  Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?  
*The evidence that dispels the relevance of this finding is that each classroom, cluster, ELL and AIS teacher has a copy of the IEP for each child they work with. Both the Assistant Principal and the SETSS teacher met to discuss and review the students' IEPs with all staff in the building.*

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

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

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

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.  
*The IEP's at PS 64 do specify accommodations and/or modifications for the classroom environment (including instruction). The IEP/SETSS teacher reviews and assists in the writing of alignment between the goals, objectives, and modified promotion criteria with the content on which these students are assessed on grade-level state tests. For students with documented behavioral issues and concerns IEPs do include behavioral plans—including behavioral goals and objectives.*

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

Applicable  Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?  
*The evidence that dispels the relevance of this finding is that the IEP's at PS 64 do specify accommodations and/or modifications for the classroom environment (including instruction). The IEP/SETSS teacher review and assists in the writing of alignment between the goals, objectives, and modified promotion criteria with the content on which these students are assessed on grade-level state tests. For students with documented behavioral issues and concerns IEP's do include behavioral plans—including behavioral goals and objectives.*

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

## CEP Appendix 8: Contracts for Excellence

This electronic version of the CEP Appendix 8 allows you to submit details about your proposed 2008-09 Contracts for Excellence spending within the six eligible program areas.

1. This form must describe your preliminary plans to use the total amount of funds allocated to your school in the Contracts for Excellence allocation category in Galaxy. If you do not know this amount, please refer to Galaxy.
2. The sum of the allocations you list in each program area must match the total amount allocated to you in Galaxy.
3. Please provide all of the information requested for each of the program strategies to which you've allocated funds, as per SED requirements.

This survey must be completed by Tuesday July 15 at 6pm.  
Thank you!

Submit date: **Jul 15, 2008**      Email address: **lkaiser@schools.nyc.gov**

Please provide the following information about your school. You must complete all of the fields on this page in order for your survey to be valid.

School DBN	27Q064
School Name	Joseph P. Addabbo
Total Amount of "Contracts for Excellence" Allocation in Galaxy	\$ 91,028
Principal Name	Laura Kaiser
Principal Email	lkaiser@schools.nyc.gov
Principal Phone	7188458290

Does your school plan to use FY09 C4E funding to reduce class size?

- Yes  
 No

How much do you plan to allocate for each of the following program strategies?

Creation of additional classrooms	\$ 42,399
Reducing teacher-student ratio through team teaching strategies	

Does your school plan to allocate FY09 funding to reduce class size via the creation of additional classrooms?

- Yes  
 No

What grade(s), subject(s), and/or special populations are being targeted using C4E resources in school year 2008-09? How many new classrooms/class sections will be created for school year 2008-09?

\* If you plan to use C4E funds to target more than one grade, please fill out one row per grade.

For example:

C4E Target #1: 6 - ELA - ELLs - 25 - 1 -24  
C4E Target #2: 8 - Math - Students with Disabilities - 26 - 1 -25

\* If you plan to target more than one special population in a single grade, please fill out a separate row for each subgroup.

For example:

C4E Target #1: 6 - ELA - ELLs - 25 - 1 -24  
 C4E Target #2: 6 - ELA- Students with Disabilities - 25 - 1 -24

\* If you plan to target more than one subject area in a single grade, please fill out a separate row for each subject area.

For example:

C4E Target #1: 6 - ELA - ELLs - 25 - 1 -24  
 C4E Target #2: 6 - Math - ELLs - 25 - 1 -24

	Targeted Grade	Targeted Subject	Targeted Population	Average Class Size 2007-08	# New Classrooms / New Sections	Projected Average Class Size 2008-09
C4E Target #1	4	All (ES only)	Students with Low Academic Achievement	29.0	1	15
C4E Target #2						
C4E Target #3						
C4E Target #4						
C4E Target #5						
C4E Target #6						

Does your school plan to allocate FY09 funding to reduce class size by reducing teacher-student ratios in existing classrooms (e.g., team teaching models, creation of additional CTT classes, etc.)?

- Yes
- No

Does your school plan to use FY09 C4E funding to increase student time on task?

- Yes
- No

How much do you plan to allocate for each of the following program strategies?

Before- and After-School Programs

Summer School Programs

Dedicated Instructional Time **\$ 930**

Individualized Tutoring

Does your school plan to use FY09 C4E funding to support new or expanded before- or after-school programs?

- Yes
- No

Does your school plan to use FY09 C4E funding for new or expanded summer school programs?

- Yes
- No

Does your school plan to use FY09 C4E funding for new or expanded efforts to increase dedicated instructional time (e.g., instructional blocks for core academic subjects, additional instructional periods for areas of greatest student need, Response to Intervention (RTI) and/or intensive individual intervention, etc.)?

- Yes
- No

Please describe the program.

Response to Intervention: Foundations in Tier 1 and Tier 2 Foundations is used as a prevention program for all students (Tier 1) providing high-quality research based instruction in a general education setting(Tier 1). It is implemented daily for approximately 30 minutes as part of the word study block within Tier 1 instruction. Identified students for Tier 2 will receive small group academic intervention from an AIS teacher. The AIS teacher will use Foundations Double Dose lessons 4-5 times a week for 30 minutes in groups not to exceed 6 students in Grades K-2.

Please indicate the student population(s) you intend to target via this initiative.

- English Language Learners
- Students with Disabilities
- Students in Poverty
- Students with Low Academic Achievement / at Risk of Not Graduating

Is the program described above a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program Expansion

Please indicate how the program/strategy will be expanded for school year 2008-09.

**Program will be expanded to include struggling students in grades 3 and 5**

Does your school plan to use FY09 C4E funding for new or expanded efforts to offer individualized tutoring (provided by highly qualified staff as a supplement to general curriculum instruction and targeted to students not meeting State standards)?

- Yes
- No

Does your school plan to use FY09 C4E funding for teacher and principal quality initiatives?

- Yes
- No

How much do you plan to allocate for each of the following program strategies?

Programs to recruit/retain Highly Qualified Teachers (HQT)

Professional mentoring for beginning teachers and principals

Instructional coaches for teachers **\$ 26,499**

School leadership coaches for principals

Does your school plan to use FY09 C4E funding to support new or expanded programs or strategies to recruit or retain Highly Qualified Teachers (HQT) (e.g., Lead Teacher program)?

- Yes
- No

Does your school plan to use FY09 C4E funding to support new or expanded professional mentoring for beginning teachers and/or principals (consistent with SED mentor-teacher certification requirements and limited to 1st and 2nd years of teacher/principal assignment)?

- Yes
- No

Does your school plan to use FY09 C4E funding for new or expanded programs offering instructional coaching for teachers(e.g., appropriately certified coaches or highly qualified teachers providing support in content areas needed to attain learning standards)?

- Yes
- No

Please describe the program.

**Wilson strategies will be introduced into 3,4,5 grade classroom to assist low academic achieving students**

Please indicate the student population(s) you intend to target via this initiative.

- English Language Learners
- Students with Disabilities
- Students in Poverty
- Students with Low Academic Achievement / at Risk of Not Graduating

Is the program described above a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program Expansion

Does your school plan to use FY09 C4E funding for new or expanded programs offering coaching for principals (e.g., appropriately certified school leadership coaches, with records of demonstrated success, providing instructional leadership development across all curriculum areas)?

- Yes
- No

Does your school plan to use FY09 C4E funding for middle and high school restructuring efforts?

- Yes
- No

Does your school plan to allocate FY09 funding to implement a new full-day pre-kindergarten program, or to expand an existing pre-kindergarten program at the school?

- Yes
- No

Does your school plan to allocate FY09 funding to expand and/or replicate a model instructional program for English Language Learners (ELLs)?

- Yes
- No

How much do you plan to allocate for this program?

Model Programs for ELLs \$ 21,199

Please describe the program.

**Foundations program will be implemented to ELL students**

Is the program described above a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program Expansion

Please indicate how the program/strategy will be expanded for school year 2008-09.

**Expanding the Foundations program to second grade classrooms**