



**P.S. 70 QUEENS**

**2009-10**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: (30/ QUEENS/P.S. 70. JUNE, 2009)**

**ADDRESS: 30-45 42<sup>ND</sup> STREET ASTORIA, N.Y.11103**

**TELEPHONE: 718 728-4646**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** P.S. 70      **SCHOOL NAME:** Lt. Joe Petrosino Elementary School

**DISTRICT:** 30      **SSO NAME/NETWORK #:** I.S.C. 4

**SCHOOL ADDRESS:** 30-45 42 Street Astoria, NY 11103

**SCHOOL TELEPHONE:** 718 728-4646      **FAX:** 718 728-5817

**SCHOOL CONTACT PERSON:** Sharon Katz      **EMAIL ADDRESS:** skatz6@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON**

Giannoula Michealopoulos

Sharon Katz

Donna C. Geller

**PRINCIPAL**

\_\_\_\_\_  
Amy Kline

**UFT CHAPTER LEADER**

\_\_\_\_\_  
Claudia Chicon

**PARENTS' ASSOCIATION  
PRESIDENT**

**STUDENT REPRESENTATIVE**  
*(Required for high schools)*

\_\_\_\_\_  
Dr. Phillip Composto

**COMMUNITY SCHOOL DISTRICT  
SUPERINTENDENT**

\_\_\_\_\_

**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
Donna C. Geller	*Principal	
Amy Kline	*UFT Chapter Chairperson /teacher	
Claudia Chicon,	*PA/PTA Presidents	
Sharon Katz	<i>Co-Chair SLT/ Teacher Financial Officer</i>	
Giannoula Michaelopoulos	<i>Co-Chair SLT/ Recording Secretary/ Teacher</i>	
George Dzanoucakis	Teacher	
Penny Psahos	Inquiry Team/IEP teacher	
Barbara Evangelou	Parent	
Election in progress	Parent	
Ilhem Kadiri	Parent	
Alejandra Flores	Parent	
Zeinab Sheta	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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Public School 70 Magnet School for the Expressive Arts, is located in the business district of LIC, Queens. This culturally diverse area has a tremendous immigrant population, which is reflected in the student body where over forty languages are spoken.

Our main school structure is a five-story building. We also have a *nine classroom mini building* parallel to the main building. We also have *four transportable classrooms in the school yard*.

Several educators in the building are engaged in the development of the various programs through a wide variety of committees. The committees are comprised of teachers, parents, and administrators. Each of the committees sets goals, develops projects and conducts related activities during the school year.

All measurements of student performance are to determine mastery of concept and skills in the core curriculum. The instructional model is a Balanced Literacy Approach taught within the workshop model. Professional development is designed to provide training and support for teachers using the most current research. As the principal identifies successful practices within the classrooms, the modeling of those successful lessons that displayed appropriate use of instructional strategies, are identified. Teachers of those classes are then invited to present those exemplary lessons to fellow teachers, at Faculty and Grade Conferences. The professional development sessions help fellow colleagues in need of development, and growth of their teaching skills. Training has been provided through power point, discussions, read aloud, and silent readings on the topics of the Writing Process, Everyday Math, Social Studies, the new Science curriculum, Technology for using related software and resources, Guided Reading, Shared Reading, Reading Workshop, and the leveling of classroom libraries.

Our Reading Program follows the workshop model for instruction based on Teacher's College Units of Study. Through phonics and word work, a definite focus on vocabulary development is incorporated.

The Writing Workshop develops students' writing skills, through the five step process of brainstorming, drafting, proofreading, editing, and publishing. Conferencing once again, with the teacher, gives students' growth based on the grade appropriate standards and rubrics for each selection. Students maintain writing notebooks, writing folders and transfer this work to their portfolios. Students are involved in interactive writing, shared writing and independent writing.

The *Everyday Math Program* is implemented with focus on building students' thinking skills in understanding mathematical concepts. Authentic literature with mathematical themes, are used to serve as *read alouds* that motivate student interests. Problem solving, key vocabulary development and writing to explain the strategies and processes used to find solutions are a focus.

The *Science Program* follows the new curriculum and N.Y.S. and N.Y.C. standards with an inquiry based approach, using Foss Kits in the labs and Harcourt Brace materials in the classrooms.

The *Social Studies Program* includes non fiction authentic literature to motivate lessons. In addition, we continue to use Harcourt Brace Social Studies Kits and Black Birch Press; World Communities and the Map Champ Atlas supplemented with NYC Communities Around the World and McGraw Hill Texts.

As the Magnet School for the Expressive Arts, PS 70 offers students a rigorous academic program integrated with the arts. The performing arts are integrated with the Social Studies curriculum. Additional cluster programs include word work, technology, library, science and social studies and physical/health education which is new to our school this year. Within the physical/health education program, the students in Grades 2-5 participate in the NYC Mighty Milers program to reach a personal physical goal and participate in the NYC Breakfast in the Classroom program.

Enrichment activities are provided for students for example in the 5<sup>th</sup> grade, teachers will be creating enrichment theme units based on student interest we have several clubs and committees that are student operated as well such as, the yearbook, the school newspaper, and the school store. There are yearly fairs for: Science, Art, Multi Cultural, Technology, and Word Work. There are *many literacy events and contests throughout the year as well as Open Houses, Clubs and Assemblies*. Our school participates in *many* collaborating activities with community organizations.

## 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) will be available for download by each school on the NYCDOE website. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided. (The URL for download will be posted in the May 20<sup>th</sup> edition of "Principals' Weekly.")

#### CEP Section III: School Profile

#### Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
<b>School Name:</b>	P.S. 070 Queens						
<b>District:</b>	30	<b>DBN:</b>	30Q070	<b>School BEDS Code:</b>	343000010070		
DEMOGRAPHICS							
Grades Served:	Pre-K	√	3	√	7	11	
	K	√	4	√	8	12	
	1	√	5	√	9	Ungraded	
	2	√	6		10		
Enrollment				Attendance - % of days students attended:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09
Pre-K	101	93	92		94.2	95.3	95.3
Kindergarten	173	154	148	<b>Student Stability - % of Enrollment:</b>			
Grade 1	180	183	158	(As of June 30)	2006-07	2007-08	2008-09
Grade 2	158	173	187		94.0	93.3	95.2
Grade 3	163	162	146	<b>Poverty Rate - % of Enrollment:</b>			
Grade 4	172	162	146	(As of October 31)	2006-07	2007-08	2008-09
Grade 5	177	154	153		70.0	70.0	70.0
Grade 6	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 7	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 8	0	0	0		0	5	5
Grade 9	0	0	0	<b>Recent Immigrants - Total Number:</b>			
Grade 10	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 11	0	0	0		26	33	30
Grade 12	0	0	0	<b>Special Education Enrollment:</b>			
Ungraded	0	8	0	(As of October 31)	2006-07	2007-08	2008-09
Total	1124	1071	1051				
<b>Special Education Enrollment:</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained Classes	20	18	20	Principal Suspensions	0	0	6
# in Collaborative Team Teaching (CTT) Classes	10	20	22	Superintendent Suspensions	1	1	3
Number all others	64	58	63	<b>Special High School Programs - Total Number:</b>			
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2006-07	2007-08	2008-09
<b>English Language Learners (ELL) Enrollment:</b>				CTE Program Participants	0	0	0
(BESIS Survey)				Early College HS Program Participants	0	0	0
(As of October 31)	2006-07	2007-08	2008-09	<b>Number of Staff - Includes all full-time staff:</b>			
# in Transitional Bilingual Classes	36	35	30	(As of October 31)	2006-07	2007-08	2008-09
# in Dual Lang. Programs	0	0	0		70	78	81
# receiving ESL services only	205	193	195	Number of Teachers			

**CEP Section III: School Profile**

**Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)**

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	6	13	8	Number of Administrators and Other Professionals	7	13	13
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	4	4
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	98.6	98.7	98.8
				% more than 2 years teaching in this school	70.0	74.4	81.5
				% more than 5 years teaching anywhere	60.0	56.4	58.0
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher	91.0	90.0	93.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	84.4	89.6	96.3
American Indian or Alaska Native	0.0	0.1	0.3				
Black or African American	2.0	1.8	2.3				
Hispanic or Latino	43.9	43.0	42.5				
Asian or Native Hawaiian/Other Pacific Isl.	20.5	21.1	21.5				
White	33.6	34.1	33.3				
<b>Male</b>	52.3	52.8	53.2				
<b>Female</b>	47.7	47.2	46.8				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:</b>							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>Individual Subject/Area Ratings:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	IGS			ELA:			
Math:	IGS			Math:			
Science:	IGS			Graduation Rate:			

<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
		<b>Elementary/Middle Level</b>			<b>Secondary Level</b>		
<b>Student Groups</b>		ELA	Math	Science	ELA	Math	Grad Rate
<b>All Students</b>		√	√	√			
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American		-	-	-			
Hispanic or Latino		√	√	√			
Asian or Native Hawaiian/Other Pacific Islander		√	√	-			
White		√	√	√			
<b>Other Groups</b>							
Students with Disabilities		√	√	-			
Limited English Proficient		√	√	√			
Economically Disadvantaged		√	√	√			
<b>Student groups making AYP in each subject</b>		7	7	5	0	0	0

<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>							
<b>Progress Report Results – 2008-09</b>				<b>Quality Review Results – 2008-09</b>			
<b>Overall Letter Grade:</b>	A			<b>Overall Evaluation:</b>	NR		
<b>Overall Score:</b>	77.9			<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>				Quality Statement 1: Gather Data			
School Environment:	9.1			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	18.4			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 30% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	47.4						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	3						

<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>			
√ = Made AYP				Δ = Underdeveloped			
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◇ = Outstanding			
				NR = No Review Required			

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

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

## **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?

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### **PART IV – SECTION C: Identified Priorities for 2009-2010**

#### **Strengths and Accomplishments:**

- The principal, her cabinet, and staff share a very clear vision for the future development of the school.
- Professional development provided by the school for staff is outstanding and has a positive influence on learning.
- The principal and cabinet have created a school environment where students, families, and staff feel respected and encouraged to learn.
- The school provides effective support for English language learners, special education students and all students in greatest need of improvement.
- The school uses a wide range of data resources to analyze, measure and compare student progress.
- The school provides each teacher with a comprehensive range of data for each child that they use well to guide instruction.
- Teachers receive good support on effective change strategies that contribute to students' increased academic achievement.
- The principal targets resources purposely to improve scheduling, programming and learning materials and this supports student progress.
- The school makes extremely good use of peer observation and sharing of good practice to improve outcomes.

#### **What the school needs to improve:**

- Further implement an efficient, flexible electronic system for making best use of the school's wealth of collected achievement data.
- Further develop expertise in the use of Acuity and performance Series data alongside other periodic assessment data currently collected.
- Expand efforts to identify a group of schools to facilitate meaningful comparisons of performance and progress measures.
- Ensure that the curriculum challenges students suitably and that teachers consistently match work to the needs of higher achieving students.
- Ensure that the curriculum includes programs and materials to address the needs of increasing special education population.

## Three-Year Trends Analysis of ELA Performance

TOTAL SCHOOL – ALL TESTED STUDENTS									
ELA PERFORMANCE ON STATE ASSESSMENTS									
Year	Total # Tested	Level 1		Level 2		Level 3		Level 4	
		#	%	#	%	#	%	#	%
2006-2007	492	26	5.3	106	21.5	326	66.3	34	6.9
2007-2008	445	10	2.2	90	20.2	319	71.7	26	5.8
2008-2009	452	18	4.0	66	14.6	320	70.8	48	10.6

Grade 3 Student Performance on the ELA Test									
ALL TESTED STUDENTS									
Year	Total # Tested	Level 1		Level 2		Level 3		Level 4	
		#	%	#	%	#	%	#	%
2006-2007	155	7	4.5	32	20.6	105	67.8	11	7.1
2007-2008	143	3	2.1	29	20.3	102	71.3	9	6.3
2008-2009	164	5	3.0	29	17.7	113	68.9	17	10.4

Grade 4 Student Performance on the ELA Test									
ALL TESTED STUDENTS									
Year	Total # Tested	Level 1		Level 2		Level 3		Level 4	
		#	%	#	%	#	%	#	%
2006-2007	165	11	6.6	26	15.8	112	67.9	16	9.7
2007-2008	155	7	4	30	19	111	72	7	5
2009-2010	141	10	7.1	17	12.1	100	70.9	14	9.9

Grade 5 Student Performance on the ELA Test									
ALL TESTED STUDENTS									
Year	Total # Tested	Level 1		Level 2		Level 3		Level 4	
		#	%	#	%	#	%	#	%
2006-2007	172	8	4.6	48	27.9	109	63.4	7	4.1
2007-2008	147	0	0	31	21	106	72	10	7
2008-2009	147	3	2.0	20	13.6	107	72.8	17	11.6

**Total School Trends:** Over a three-year period from 2007-2009, the percentage of all tested; Students performing at **Level 1** decreased by 1.3%. Students performing at **Level 2** decreased as well, by 6.9%. Students performing at **Level 3** increased by 4.5%. Students performing at **Level 4** increased by 3.7%.

The positive trend in student achievement will be maintained by continuing activities and programs that strengthen the skills of students scoring at Levels 3 and 4 to ensure that the increase in Level 4 students is continued. Enrichment programs have been implemented to the fifth grade, extended day, and after school programs. Additionally, targeted instructional initiatives that address the specific needs of students scoring at all Levels will be accelerated.

## THREE - YEAR ANALYSIS OF ELA PERFORMANCE FOR TARGETED SUBGROUPS (BY GRADE)

### ELL's

ELL's Tested 2006-2007									
ELA									
Grade	Total # Tested	Level 1		Level 2		Level 3		Level 4	
		#	%	#	%	#	%	#	%
3 <sup>rd</sup>	38	7	18.4	18	47.4	13	34.2	0	0
4 <sup>th</sup>	27	7	25.8	10	37.1	10	37.1	0	0
5 <sup>th</sup>	14	5	35.7	8	57.2	1	7.1	0	0

ELL's Tested 2007-2008									
ELA									
Grade	Total # Tested	Level 1		Level 2		Level 3		Level 4	
		#	%	#	%	#	%	#	%
3 <sup>rd</sup>	23	1	4.3	14	60.9	8	34.8	0	0
4 <sup>th</sup>	30	4	13.4	13	43.3	13	43.3	0	0
5 <sup>th</sup>	13	0	0	11	84.6	2	15.4	0	0

ELL's Tested 2008-2009									
ELA									
Grade	Total # Tested	Level 1		Level 2		Level 3		Level 4	
		#	%	#	%	#	%	#	%
3 <sup>rd</sup>	27	3	11.1	10	37.0	14	51.9	0	0
4 <sup>th</sup>	27	5	18.5	5	18.5	17	63.0	0	0
5 <sup>th</sup>	22	2	9.1	13	59.1	7	31.8	0	0

**Total ELL Trends:** Over a three-year period from 2007-2009,

The percentage of ELL students performing at a **Level 1** decreased in Grade 3 by 7.3%, Grade 4 by 7.3%, and Grade 5 by 26.6%.

The percentage of ELL students performing at **Level 2** in Grade 3 decreased by 10.4%, Grade 4 10.4%, and Grade 5 increased by 1.9%.

The percentage of ELL students performing at **Level 3** in Grade 3 increased by 17.7%, Grade 4 increased by 20.9%, and Grade 5 increased by 24.7%.

The percentage of ELL students performing at **Level 4** remains at 0%.

The positive trend in student achievement will be maintained by continuing activities and programs that strengthen the skills of students scoring at Levels 3 with a goal of achieving Level 4 status. A self-contained ESL class has been added to our fifth grade. In addition, two ESL push-in teachers are now part of our staff. AIS teachers will continue servicing ELL students as well. Additionally, targeted instructional initiatives that address the specific needs of students scoring at all Levels will be accelerated.

## STUDENTS WITH IEP's

Students with IEP's Tested 2006-2007									
ELA									
Grade	Total # Tested	Level 1		Level 2		Level 3		Level 4	
		#	%	#	%	#	%	#	%
3 <sup>rd</sup>	9	1	11.1	2	22.2	6	66.7	0	0
4 <sup>th</sup>	11	4	36.3	3	27.3	3	27.3	1	9.1
5 <sup>th</sup>	15	2	18.8	12	75	1	6.3	0	0

Students with IEP's Tested 2007-2008									
ELA									
Grade	Total # Tested	Level 1		Level 2		Level 3		Level 4	
		#	%	#	%	#	%	#	%
3 <sup>rd</sup>	18	2	11.1	5	27.7	10	55.6	1	5.6
4 <sup>th</sup>	11	2	18.2	5	45.5	4	36.4	0	0
5 <sup>th</sup>	13	0	0	8	61.5	5	38.5	0	0

Students with IEP's Tested 2008-2009									
ELA									
Grade	Total # Tested	Level 1		Level 2		Level 3		Level 4	
		#	%	#	%	#	%	#	%
3 <sup>rd</sup>	34	4	11.8	11	32.4	19	55.9	0	0
4 <sup>th</sup>	23	6	26.1	4	17.4	13	56.5	0	0
5 <sup>th</sup>	14	1	7.1	3	21.4	10	71.4	0	0

**Total Students With IEP's Trends:** Over a three-year period from 2007-2009,

The percentage of students with IEP's performing at a **Level 1** in Grade 3 increased by .7%, Grade 4 decreased by 10.2%, and Grade 5 decreased by 9.7%.

The percentage of students with IEP's performing at a **Level 2** in Grade 3 increased by 10.2%, Grade 4 decreased by 9.9%, and Grade 5 decreased by 53.6%.

The percentage of students with IEP's performing at a **Level 3** in Grade 3 increased by 10.8%. Grade 4 increased by 19.2% and Grade 5 increased by 65.1%.

The percentage of students with IEP's performing at **Level 4** remains at 0% in grades 3 and 5 with the exception of Grade 4 that decreased by 9.1%.

The positive trend in student achievement will be maintained by continuing activities and programs that strengthen the skills of students scoring at Levels 3 with a goal of achieving Level 4 status. AIS teachers are now servicing students with IEP's as well. Additionally, targeted instructional initiatives that address the specific needs of students scoring at all Levels will be accelerated.

## Three-Year Trends Analysis of Math Performance

TOTAL SCHOOL – ALL TESTED STUDENTS									
MATH PERFORMANCE ON STATE ASSESSMENTS									
Year	Total # Tested	Level 1		Level 2		Level 3		Level 4	
		#	%	#	%	#	%	#	%
2006-2007	505	8	1.5	46	9.1	274	54.3	177	35.1
2007-2008	462	12	2.6	29	6.3	268	58.2	151	32.8
2008-2009	462	4	.9	29	6.3	244	52.8	185	40.0

Grade 3 Student Performance on the Math Test									
ALL TESTED STUDENTS									
Year	Total # Tested	Level 1		Level 2		Level 3		Level 4	
		#	%	#	%	#	%	#	%
2006-2007	161	4	2.5	9	5.6	75	46.6	7	45.3
2007-2008	155	2	1.4	9	6.2	99	68.3	35	24.1
2008-2009	169	0	0	10	5.9	97	57.4	62	36.7

Grade 4 Student Performance on the Math Test									
ALL TESTED STUDENTS									
Year	Total # Tested	Level 1		Level 2		Level 3		Level 4	
		#	%	#	%	#	%	#	%
2006-2007	169	4	2.3	11	6.5	95	56.3	59	34.9
2007-2008	162	4	2.1	9	5.5	92	56.7	58	35.7
2008-2009	142	2	1.4	8	5.6	68	47.9	64	45.1

Grade 5 Student Performance on the Math Test									
ALL TESTED STUDENTS									
Year	Total # Tested	Level 1		Level 2		Level 3		Level 4	
		#	%	#	%	#	%	#	%
2006-2007	175	0	0	26	14.9	104	59.4	45	25.7
2007-2008	154	6	3.8	11	7.1	77	50	58	37.6
2008-2009	151	2	1.3	11	7.3	79	52.3	59	39.1

**Total School Trends:** Over a three-year period from 2007-2009, the percentage of all tested students at **Level 1 decreased by .3%**. Students performing at **Level 2 decreased as well, by 3.2%**. Students performing at **Level 3 showed a decrease of 1.2%**. Students performing at a **Level 4 showed an increase of 4.6%**. The positive trend in student achievement will be maintained by continuing activities and programs that strengthen the skills of students scoring at Levels 3 and 4 to ensure that the increase in Level 4 students continues to progress. Enrichment programs have been implemented to the fifth grade, extended day, and after school programs. Additionally, targeted instructional initiatives that address the specific needs of students scoring at all Levels will be accelerated.

## THREE - YEAR ANALYSIS OF MATH PERFORMANCE FOR TARGETED SUBGROUPS (BY GRADE)

### ELL's

ELL's Tested 2006-2007									
MATH									
Grade	Total # Tested	Level 1		Level 2		Level 3		Level 4	
		#	%	#	%	#	%	#	%
3 <sup>rd</sup>	51	3	5.9	8	15.6	37	72.6	3	5.9
4 <sup>th</sup>	34	3	8.8	7	20.6	18	52.9	6	17.7
5 <sup>th</sup>	16	0	0	9	56.3	6	37.5	1	6.2

ELL's Tested 2007-2008									
MATH									
Grade	Total # Tested	Level 1		Level 2		Level 3		Level 4	
		#	%	#	%	#	%	#	%
3 <sup>rd</sup>	35	2	5.7	4	11.4	25	71.4	4	11.4
4 <sup>th</sup>	37	4	10.8	5	13.5	22	59.5	6	16.2
5 <sup>th</sup>	23	6	26.1	6	26.1	10	43.5	1	4.4

ELL's Tested 2008-2009									
MATH									
Grade	Total # Tested	Level 1		Level 2		Level 3		Level 4	
		#	%	#	%	#	%	#	%
3 <sup>rd</sup>	30	0	0	8	26.7	17	56.7	5	16.7
4 <sup>th</sup>	28	0	0	2	7.1	16	57.1	10	35.7
5 <sup>th</sup>	26	2	7.7	6	23.1	16	61.5	2	7.7

**Total ELL Trends:** Over a three-year period from 2007-2009, The percentage of ELL students performing at a **Level 1** decreased in Grade 3 by 5.9%, Grade 4 decreased by 8.8%, and Grade 5 increased by 7.7%.

The percentage of ELL students performing at **Level 2** in Grade 3 increased by 11.1%, Grade 4 decreased by 13.5%, and Grade 5 decreased by 33.3%.

The percentage of ELL students performing at **Level 3** in Grade 3 decreased by 15.9%, Grade 4 increased by 4.2%, and Grade 5 increased by 24%.

The percentage of ELL students performing at **Level 4** in Grade 3 increased by 10.8%, Grade 4 increased by 18% and Grade 5 increased by 1.5%.

The positive trend in student achievement will be maintained by continuing activities and programs that strengthen the skills of students scoring at Levels 3 with a goal of a higher percentage of students achieving Level 4 status. A self-contained ESL class has been added to our fifth grade. In addition, a new ESL push-in teacher was added to our staff. AIS teachers are now servicing ELL students as well. Additionally, targeted instructional initiatives that address the specific needs of students scoring at all Levels will be accelerated.

## STUDENTS WITH IEP's

Students with IEP's Tested 2006-2007									
MATH									
Grade	Total # Tested	Level 1		Level 2		Level 3		Level 4	
		#	%	#	%	#	%	#	%
3 <sup>rd</sup>	8	0	0	0	0	8	100	0	0
4 <sup>th</sup>	10	3	30	2	20	4	40	1	10
5 <sup>th</sup>	21	0	0	6	30	13	65	1	5

Students with IEP's Tested 2007-2008									
MATH									
Grade	Total # Tested	Level 1		Level 2		Level 3		Level 4	
		#	%	#	%	#	%	#	%
3 <sup>rd</sup>	21	3	14.3	2	9.5	12	57.1	4	19.1
4 <sup>th</sup>	11	0	0	4	36.4	7	63.6	0	0
5 <sup>th</sup>	13	2	15.4	5	38.5	4	30.8	2	15.4

Students with IEP's Tested 2008-2009									
MATH									
Grade	Total # Tested	Level 1		Level 2		Level 3		Level 4	
		#	%	#	%	#	%	#	%
3 <sup>rd</sup>	32	0	0	5	15.6	23	71.9	4	12.5
4 <sup>th</sup>	21	2	9.5	4	19.0	13	61.9	2	9.5
5 <sup>th</sup>	15	0	0	2	13.3	11	73.3	2	13.3

**Total Students With IEP's Trends:** Over a three-year period from 2007-2009, the percentage of students with IEP's performing at a **Level 1** in Grade 3 increased by 14.3%, Grade 4 decreased by 6.7%, and Grade 5 decreased by 15.9%.

The percentage of students with IEP's performing at a **Level 2** in Grade 3 decreased by 1.6%, Grade 4 increased by 23.3%, and Grade 5 decreased by 20.3%.

The percentage of students with IEP's performing at a **Level 3** in Grade 3 decreased by 9.6%, Grade 4 decreased by 16.4%, and Grade 5 increased by 24.9%.

The percentage of students with IEP's performing at **Level 4** in Grade 3 increased by 2.1%. In Grade 4 it remains at 0%. Grade 5 increased by 15.4%.

The positive trend in student achievement will be maintained by continuing activities and programs that strengthen the skills of students scoring at Levels 3 with a goal of achieving Level 4 status. AIS teachers are now servicing students with IEP's as well. Additionally, targeted instructional initiatives that address the specific needs of students scoring at all Levels will be accelerated to accommodate our increasing special education population.

## **GREATEST ACHIEVEMENTS**

As indicated in the Quality Review, P.S. 70's greatest accomplishments are that the principal communicates a very clear vision for the school's long-term improvement.

Developments are positive because the whole school community shares this vision and works collaboratively and skillfully to realize it. Over the last five years, Lieutenant Joseph Petrosino Elementary has made a major transformation from a traditional curriculum programs to balanced literacy model, alongside implementation of Everyday Mathematics. Extensive leveled libraries are evident in each classroom. This is especially motivating for the growing population of English Language Learners who come from a large number of different countries. Even the public spaces have small libraries to inspire children and staff. Our cheerful print-rich classrooms are well stocked with math resources, and there are science and computer labs for all grades. Our school fully integrates arts programs into all aspects of curriculum.

Our school has created a welcoming, exciting, and rigorous environment focused on learning. Expectations are high and students reciprocate with positive attitudes and good behavior. Our school builds very positive relationships with parents to encourage regular involvement and sharing of information that supports student learning overall. Educators make effective use of a wide range of data to measure student progress.

The inquiry team chose to study a group of grade 4 and 5 English Language Learners. All of these students were at least one to two years below grade level and struggled with using specific comprehension strategies. We have extended our inquiry team to include 1 group from every teacher in the building. The inquiry teams will gather data from the Acuity predictive and instructionally targeted assessments, simulations, classroom observations and conferring notes. Our expectation is that all of the targeted students will make progress in their reading skills.

## **AIDS TO CONTINUOUS IMPROVEMENT**

As a result of analysis of the Quality Review, Progress Report, NYStart data, School Demographic Snapshot, high population of ELL's, growing number of CTT classes, high population of students of SIFE (students with interrupted formal education), we identify our aids to continuous improvement as follows:

Factors that contribute to our continuous school improvement can be attributed to our principal, her cabinet, and staff. Everyone shares a clear vision for the future development of the school. We have increased the number of inquiry teams so that they can target a variety of specific sub-group members so that they can achieve higher goals set. The entire staff has created a school environment where students, families, and staff feel respected and encouraged to learn. We have a very large parent participation rate in all activities. We have a large number of parent volunteers and high attendance at Parents Association meetings. Our parent coordinator is successful in evaluating our parental needs and designs monthly workshops that have a high attendance rate.

As a school, we utilize a wide range of data resources to analyze, measure, and compare student progress. Our school also makes extremely good use of peer observation and sharing good practice to improve outcomes. Our Grant Committee is very effective in obtaining funds necessary that will support school programs and provide necessary learning materials.

An increased number of Smart Boards and mobile laptop carts have helped improve the use of technology throughout our school building.

We now have expanded our nutrition, health, physical education program as we continue to expand student minds and bodies.

## **BARRIERS TO CONTINUOUS IMPROVEMENT**

As a result of analysis of the Quality Review, Progress Report, NYStart data, School Demographic Snapshot, high population of ELL's, growing number of CTT classes, with more Special Education students in testing grades each year, high population of students of SIFE (students with interrupted formal education), we identify our barriers as follows:

- An increasing special education population
- A continuous increase in English Language Learners and SIFE students
- Budget cuts
- Lack of space
- An increasing population

## SECTION V: ANNUAL SCHOOL GOALS

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

**Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of 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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### Content Specific Annual Goals

Annual Goal	Description
1. <b>SMART GOAL-</b> By the end of June 2010, special education students in grades 3, 4, 5, will show a 1.5 increase in scaled score as measured by the NYS ELA examination.	After evaluating the performance of the special education students in grades 3, 4, and 5 it was determined by the principal and her cabinet that a sequential phonemic program and AIS was necessary to enhance the decoding skills of the students. It was then determined that increasing performance in special education on the 3rd, 4 <sup>th</sup> , 5 <sup>th</sup> grade in ELA should be a new school goal.
2. <b>SMART GOAL-</b> By the end of June 2010 students in Grades 3, 4, 5, will show a 1.5 increase in scaled score, as measured by the NYS ELA examination.	As determined by our last Quality Review and evaluation of our assessment data the SLT determined that there should be more students in Grades 3, 4, 5 performing at Level 4 on the NYS ELA. The SLT determined the increasing the enrichment of Level 3 students should continue to be a school goal.
3. <b>SMART GOAL-</b> By the end of June 2010 the English Language Learners will show a 1.5 increase in scaled score as measured by the NYS ELA examination.	After evaluating the performance of English Language Learners on the NYS ELA in consultation with the inquiry team the SLT determined that we should target the continuous positive trend in student achievement within our ELL population.

## Non-Content Specific Annual Goals

<b>Annual Goal</b>	<b>Description</b>
4. <b>SMART GOAL-</b> By the end of June 2010 the teachers in Grades 3, 4, 5 will increase use of Acuity and Ed Performance by 15% as evidenced by the maintenance of student performance data in assessment/conferencing binders and more data driven instruction.	As determined by our Quality Review, Inquiry Teams and a needs assessment survey completed by the staff it was determined that professional development with online testing resources was necessary and should continue to be a school wide goal.
5. <b>SMART GOAL-</b> By the end of June 2010 parents will increase participation in workshops and school activities by 1.5% as measured by attendance logs maintained by the Parent Coordinator.	As determined by our parent coordinator, SLT and parents attending round table discussion groups with the principal, parent involvement has increased through school workshops and school activities. To maintain and further build upon this positive trend it was determined that this should continue to be a school wide goal.

**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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

**Subject/Area**

**English Language Arts**

<p><b>Annual Goal #1</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By the end of June 2010, special education students in grades 3, 4, and 5 will show a 1.5 increase in ELA performance, as measured by the NYS ELA examination.</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><b>Strategies/activities –</b> Implementation of the sequential phonemic programs; Foundations, Wilson and Earobics in the classroom and through AIS, SETSS and Speech/Language services. <b>Target Population-</b> 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> grade special education students <b>Responsible staff -</b> Teachers and administrators <b>Timeline-</b> For a minimum of 45 minutes daily.</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>	<p>AIS Funded by TitleI SETSS and Speech/language therapists Funded by IDEA using previously purchased Foundations, Wilson and Earobics programs.  Classroom Teacher and Administrator funded by TL Fair Student Funding  Additional Enrichment Cluster Teacher funded by Title I</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p><b>Initial Indicator September 2009:</b> Student ELA raw score, running records <b>Midterm:</b> Student performance on ACUITY, RAI, Ed Performance, teacher created assessments, projects Data View <b>End-term:</b> Student ELA , ACUITY, Ed Performance, spring RAI, running records, teacher created assessments, final projects <b>Projected Gains:</b> A 1 point increase in special education students scaled score on the NYS ELA</p>

**Subject/Area****English Language Arts**

<b>Annual Goal #2</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	By the end of June 2010 students in Grades 3, 4, 5, will show a 1.5 increase in ELA performance, as measured by the NYS ELA examination.
<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>	<b>Strategies/activities –</b> Enrichment activities will be implemented during extended day and after school as funds allow. <b>Target Population-</b> 3 <sup>rd</sup> , 4 <sup>th</sup> , 5 <sup>th</sup> grade students. <b>Responsible staff -</b> Teachers and administrators <b>TimeLine-</b> Four times a week 37½ minute extended day period is dedicated to enrichment. Three times a week, 90 minutes after school classes are implemented as funds allow.
<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>	Classroom Teacher and Administrator funded by TL Fair Student Funding AIS Teachers funded by Title I After school teachers are funded from TL Fair Student Funding and TL Fair Student Funding Incremental
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	<b>Initial Indicator September 2009:</b> Student ELA raw score, running records <b>Midterm:</b> Student performance on ACUITY, RAI, Ed Performance, teacher created assessments, projects <b>End-term:</b> Student ELA raw score, ACUITY, Ed Performance, spring RAI, running records, teacher created assessments, final projects <b>Projected Gains:</b> A 1point increase in scaled score in student achievement on the NYS ELA

**Subject/Area**

**English Language Arts**

**Annual Goal #3**

*Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*

By the end of June 2010 the ELL students will show a 1.5 improvement in ELA performance as measured by the NYS ELA examination.

**Action Plan**

*Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*

**Strategies/activities** –Self contained ESL classes in grades 1- 5. 2 ESL staff members.

**Target Population-** 3<sup>rd</sup>, 4<sup>th</sup>, 5th grade students

**Responsible staff -** ESL classroom teachers, ESL push-in teachers, inquiry team, and administrators

**Timeline-** Inquiry Team meets with the targeted students during the 37 ½ extended day period. Mandated time requirements as dictated by student performance level on the NYSESLAT.

**Aligning Resources: Implications for Budget, Staffing/Training, and Schedule**

*Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*

Classroom Teacher and Administrators funded by TL Fair Student Funding

ESL teachers funded by TL Fair Student Funding and Title III LEP

After school teachers are funded from TL Fair Student Funding and TL Fair Student Funding Incremental

**Indicators of Interim Progress and/or Accomplishment**

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

**Initial Indicator September 2009:** Student NYSESLAT performance results, NYS ELA performance results

**Midterm:** Student performance on ACUITY, RAI, Ed Performance, teacher created assessments

**End-term:** Student ELA performance results, ACUITY, Ed Performance, spring RAI, running records, teacher created assessments, portfolios

**Projected Gains:** A 1 point increase in scaled score student achievement on the NYS ELA examination

**Subject/Area****Data Analysis**

<b>Annual Goal #4</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	By the end of June 2010 the teachers in Grades 3, 4, 5 will increase the use of Acuity and Ed Performance by 15% as evidenced by the maintenance of student performance data in assessment/conferring binders and more data driven instruction.
<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>	<b>Professional Development-</b> will be provided in the areas of ACUITY and Ed Performance during monthly faculty conferences and staff development days. Professional development will be facilitated by AIS teachers, Inquiry Team, technology teachers, and administrators through PowerPoint presentations, and hands-on activities. <b>Target Population-</b> All pedagogical staff members <b>Timeline-</b> 40 minute faculty conference as administrators deem necessary, Election Day Staff Development Day
<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>	Classroom Teacher and Administrators funded by TL Fair Student Funding  AIS teachers funded by Title I  Inquiry Team funded by Tax Levy: Children’s First Inquiry
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	<b>Periodic Review-</b> Monthly Learning Walkthroughs will assess teacher implementation. Administration, coaches, and SLT members will monitor progress by reviewing conferring binders.  <b>Projected Gains:</b> All teachers in Grades 3, 4, 5 will present evidence of data analysis (RAI, Ed Performance, ACUITY) of student performance in their assessment/conferring binders and instruction.

**Subject/Area****Parental Involvement****Annual Goal #5**

*Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*

By the end of June 2010 parents will increase participation in workshops and school activities by 1.5% as measured by attendance logs maintained by the Parent Coordinator.

**Action Plan**

*Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*

**Parent Workshops-** will be provided on a variety of subjects relevant to our school's population needs.

**Target Population-** All parents

**Timeline-** There will be as many as 10 monthly parent workshops based on the needs. Including but not limited to testing, hygiene, homework help, technology, Everyday Mathematics, nutrition, and curriculum.

**Responsible Staff-** Parent Coordinator and relevant staff members

**Aligning Resources: Implications for Budget, Staffing/Training, and Schedule**

*Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*

Workshops are funded by Title I Parental Involvement

Parent Coordinator funded by TL Parent Coordinator

Coaches funded by TL Fair Student Funding and C4E

Classroom Teacher and Administrators funded by TL Fair Student Funding

AIS teachers funded by Title I

ESL teachers funded by TL Fair Student Funding and Title III LEP

Inquiry Team funded by Tax Levy: Children's First Inquiry

**Indicators of Interim Progress and/or Accomplishment**

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

**Periodic Review-** Attendance sign in sheets

**Projected Gains:** 1.5% gain in parental attendance at workshops and school activities.

## **REQUIRED APPENDICES TO THE CEP FOR 2009-2010**

**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 SNAP SCHOOLS**

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

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

**APPENDIX 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: Speech/Lang.	At-risk Services: Social Worker	At-risk School Psychologist
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	77	52	N/A	N/A	3	4	1	1
1	105	80	N/A	N/A	1	3	0	0
2	135	110	N/A	N/A	2	2	0	1
3	139	114	N/A	25	0	2	1	1
4	132	107	24	0	0	2	0	0
5	148	133	18	8	0	1	0	0
6								
7								
8								
9								
10								
11								
12								

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

- Students in Grades K – 2 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 3 – 5 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments and level 3 and 4 students being seen for enrichment.
- ELL’s and Special Education student’s performing at Level 1 on all NYS Tests.
- Students in grades K - 5 who are exhibiting behaviors and emotionality that adversely impact their academic performance.
- Students in grades K-5 who are exhibiting speech/language delays that will or are impacting their academic performance.

**Part B. Description of Academic Intervention Services**

<p>Name of Academic Intervention Services (AIS)</p>	<p><b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p><b>ELA:</b></p>	<p>In small group settings for a 10 week cycle, 3X per week in the classroom using push-in AIS providers during the school day, during extended day and after school if funding allows following the workshop model for instruction. Instruction is differentiated by implementing intervention strategies for phonics, vocabulary and comprehension skills using COACH, Foundations, Wilson, Earobics, AIM Higher, Kaplan, and Reading A-Z, Slossan Oral Reading and Authentic literature were used for daily instruction and test preparation.</p>
<p><b>Mathematics:</b></p>	<p>In small group settings in the classroom during extended day and after school if funding allows following the workshop model for instruction where intervention strategies are implemented using the Everyday Math for daily instruction, hands-on activities and manipulatives, and Kaplan for test preparation.</p>
<p><b>Science:</b></p>	<p>In small group or club settings during the school day through ELA following the workshop model for instruction, and 1:1 tutoring, students engage in activities through the use of the internet, Focus on Science books, authentic literature, newspapers, magazines, and hands on experiments. Fossils Kits, Mac Millian Science Series and Measuring Up. Maintaining school weather charts, garden and photography clubs.</p>
<p><b>Social Studies:</b></p>	<p>In small group settings or club settings during the school day through ELA following the workshop model for instruction, and 1:1 tutoring, students engage in activities through the use of the internet, NYSTROM Atlases, authentic historical fiction literature, reference materials, newspapers, magazines, and primary sources. School newspaper and yearbook and presidents clubs.</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p>In a one-to-one or small group setting sessions are provided during the school day using play therapy, behavior modification, and role playing techniques and in class intervention. Monthly behavior code assemblies for grades k-5 and behavior management workshops at grade conferences.</p>
<p><b>At-risk Services Provided by the Social Worker:</b></p>	<p>In a one-to-one or small group setting sessions are provided during the school day using play therapy, behavior modification, and role playing techniques, and activities for building self esteem. Self esteem builders and in class intervention.</p>
<p><b>At-risk : Speech Language therapy</b></p>	<p>In a one-to-one or small group setting sessions for speech/language delays that impact academic performance we are providing intervention for 10 week cycles, 2-4X weekly during 37 ½ minutes extended day and the school day for speech/language when space allows.</p>
<p><b>At-risk Services Provided by the School Psychologist</b></p>	<p>In a one-to-one or small group setting sessions are provided during the school day using play therapy, behavior modification, and role playing techniques, and activities for building self esteem. Self esteem builders and in class intervention.</p>

## **APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)**

**Language Allocation Policy (LAP)** – Attach a copy of your school’s current year (2009-2010) LAP to this CEP.

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### Language Allocation Policy 2009-2010

#### **Part I: School ELL Profile:**

##### **A. Team Composition:**

Principal	Donna Geller
Parent Coordinator	Maria Hernandez
Assistant Principals	Mariza Cerff Susan Cvitkovich Polixeny Matsikas
ESL Teacher	Jennifer Franz
ESL Teacher	Claire Georgiou

##### **B. Teacher Qualifications:**

The staff at P.S.70 that works with English Language Learners (ELLS) consists of: Two (2) state certified Spanish bilingual teachers, eight (8) state certified self-contained teachers, as well as two (2) state certified ESL teachers who service all mandated students. In addition, there are three (3) teachers who are attending the Intensive Teacher Institute to acquire certification in ESL.

##### **C. School Demographics:**

Our school, Lt. Joe Petrosino Elementary School, P.S.70Q is located in Long Island City, Queens. The entire population as of 2009-2010 is 1,072. The school presently has an enrollment of approximately 250 English language learners (ELLS). The predominant ethnic group is Hispanic which comprises 56% of the total student population. Our Asian/Pacific Islander population is 20%. The African American population of the school totals 2%. The 22% white student population is also comprised of students from countries other than the United States. There are 40 languages spoken. Most students, however, speak English, Spanish, Arabic, Bengali and Urdu. The remaining native languages can be viewed in Attachment

#### **Part II: ELL Identification Process**

At the time of registration, parents are required to give information about their child’s language proficiencies and engage in an informal interview process, if necessary a parent volunteer is called to assist in translation. This ensures that any questions the parent has about the Home Language Identification Survey (HLIS) can be addressed at that time. Upon completion of the HLIS, the ESL certified teacher identifies Lab-R eligibility.

The child is administered the Lab-R in an appropriate setting and based on their final score, are identified as English Language Learners or non-ELLS. Once a child is determined to be eligible for ESL services, an annual assessment called the New York State English as a Second Language Achievement Test (NYSESLAT) is administered by New York State to determine English proficiency.

Once ESL eligibility is determined, entitlement letters are sent home of which copies are kept on file at the school. Every school year, we have an initial parent orientation meeting for the parents of our ESL students

in September. We also hold additional orientations, giving the opportunity to parents who were not able to attend the previous meetings, to attend. Finally, for parents who did not attend any of the scheduled meetings, phone calls are made and one on one sessions are given to discuss the information. At these meetings, parents are provided with translators that assist in giving specific information about ESL programs available throughout the city. With the use of these translators, parents are able to ask questions to clarify the options available to their children and make an informative choice on the Program Selection form. After reviewing the Program Selection forms, the children are then placed accordingly. The Program Selection Forms/Parental Surveys are collected at the end of the orientation and kept on file.

The ESL programs offered by P.S. 70 are aligned with the parents' requests on the Parent Survey and Program Selection Form. Based on a review and analysis of these forms from 2007-2008, 2008-2009, and 2009-2010 school years it is evident that the majority of parents of ELLs entering P.S.70 requested Freestanding English as a Second Language (ESL) classes and/or monolingual classes with ESL push-in services. There have been a sufficient number of parents of kindergarten who requested Transitional Bilingual Education (TBE) classes, thus one TBE class has been maintained on that grade level.

### **Part III: ELL Demographics**

#### **A. ELL Programs:**

P.S.70 currently offers one TBE class on the kindergarten level. In addition, there are ESL self-contained classes on each grade level. There is one class on the kindergarten level, first grade level, fourth grade level, and fifth grade level. Two ESL self-contained classes are offered on the second and third grade levels. The periods of mandated ESL instruction each student receives is based in accordance to his or her English proficiency level from their Language Assessment Battery (LAB-R) scores or from their New York State English as a Second Language Achievement Test (NYSESLAT) scores. The units of ESL instruction are regulated by New York State Commissioner's Regulations Part 154 (CR Part 154).

#### **B. ELL Years of Service and Programs:**

P.S. 70 has 250 ELLs for the current school year. Two hundred and ten (210) of those are Newcomers (ELLs receiving service 0-3 years), one of which is a SIFE student, and 40 are ELLs receiving service 4-6 years. The school does not have any long term ELLs (students completed 6 years of service).

The breakdown of ELLs by years of service and program model is as follows:  
Of the 210 Newcomers, 22 are in TBE classes, 185 are in ESL classes (either self-contained or utilizing ESL push-in model), one of which is our SIFE student. Of the 40 ELLs receiving 4-6 years of service, all 40 are in ESL classes either self-contained or serviced by ESL certified teachers using the push-in model.

#### **C. Home Language Breakdown and ELL Programs:**

##### **Transitional Bilingual Education**

There are 22 Spanish speaking students on Kindergarten level.

##### **Freestanding English as a Second Language**

On the kindergarten level, the ESL population can be broken down by home language as follows: 16 Spanish, 1 Chinese, 4 Bengali, 2 Urdu, 10 Arabic, 1 Punjabi, 3 Albanian, 9 other, for a total of 46 ELLs.

On the first grade level, the ESL population can be broken down by home language as follows: 22 Spanish, 5 Bengali, 1 Urdu, 4 Arabic, 1 Punjabi, 1 Polish, 1 Albanian, and 8 other, for a total of 43 ELLs.

On the second grade level, the ESL population can be broken down by home language as follows: 32 Spanish, 3 Bengali, 5 Urdu, 6 Arabic, 1 Albanian, and 10 other, for a total of 57 ELLs.

On the third grade level, the ESL population can be broken down by home language as follows: 17 Spanish, 1 Chinese, 1 Bengali, 2 Urdu, 2 Arabic, 1 Albanian, and 2 other, for a total of 26 ELLs.

On the fourth grade level, the ESL population can be broken down by home language as follows: 20 Spanish, 1 Bengali, 3 Urdu, 4 Arabic, 1 Punjabi, 1 Albanian, and 3 other, for a total of 33 ELLs.

On the fifth grade level, the ESL population can be broken down by home language as follows: 12 Spanish, 1 Chinese, 1 Bengali, 1 Urdu, 4 Arabic, 2 Punjabi, 1 Polish, 1 other, for a total of 23 ELLs.

#### **D. Programming and Scheduling Information:**

At P.S. 70, we use the ESL and Bilingual self-contained models, as well as ESL push-in. Our ESL children are placed in heterogeneous groups and by appropriate grade level. Our philosophy is that ELL children develop language proficiency in a more concrete manner when they are given the opportunity to not only pair up with children at the same level, but also those at a higher and lower proficiency level. This type of grouping allows children to be engaged directly in their own learning by learning from each other and lowering the affective filter

P.S.70's TBE kindergarten class offers instruction in Spanish with intensive support in English and vocabulary development. As English proficiency increases, so does instruction in English. In the beginning levels of English language development, 60% of instruction time will take place in the students' native language and 40% in English. As students develop fluency in English, instruction time increases as outlined in CR Part 154 policy guidelines. Teachers use the data from multiple assessments to make informed decisions on language use for subject area instruction as well as language development. Students participate in an instructional program that is aligned with mandated ESL/NLA/ELA and content learning standards and the core curriculum.

In the Freestanding ESL classes all instruction, including content area instruction, is delivered in English using ESL strategies and methodologies. ELLs enrolled in monolingual classes; receive ESL instruction utilizing the "Push-in" model by two state certified ESL teachers. The units of ESL instruction is regulated by NYS CR Part 154. ELLs in the Beginning and Intermediate level are provided 360 minutes of ESL instruction each week, and ELLs in the Advanced level receive 180 minutes of ESL instruction each week.

To further support differentiated instruction and small group instruction, classes with ELLs are provided with ELA Academic Intervention Services (AIS) push-in teachers. ELLs with special needs are placed as per their IEPs in our CTT classes and/or 12:1, 12:1:1 self-contained classes. A fully certified ESL teacher pushes in to these classrooms and the majority of instruction occurs in small groups. Techniques will vary based on the level of the learner. Students' instruction involves guided reading and writing, manipulatives, visuals, word builder cards, pocket charts, and graphic organizers. Further differentiated instruction is provided by AIS push-in teachers in a 5:1 setting. During ELA instruction, students are provided with different strategies and scaffolding techniques with the goal of independent reading and writing. For testing grades, instruction is guided by informal and formal assessments in order to better prepare the students for the ELA, a high-stakes state assessment. By using these assessments, teachers can build on students' strengths and help them identify the areas in which they need to improve and set goals accordingly.

For the TBE kindergarten program, NLA support is provided throughout the day. As stated, in the beginning levels of English language development, 60% of instruction time will take place in the students' native language and 40% in English. As students develop fluency in English, instruction time increases as outlined in CR Part 154 policy guidelines.

For free-standing ESL, students are provided with access to the school's newly remodeled library, which includes books in several different native languages. Also, classroom libraries are equipped with native language books.

For the 2009/2010 school year, there is one child that is considered to be a Student with Interrupted Formal Education (SIFE). This child has been given a full-day bilingual paraprofessional per her IEP, and receives the appropriate ESL services throughout the week. The instructional plan for this child includes letter-sound and sight word recognition, building oral vocabulary, adaptation to a school setting, and cultural awareness. Academic goals have been set per the child's IEP, as well as short-term goals set by the teacher and student. By tracking the child's achievement of these short-term goals, she is encouraged and motivated to work toward her long-term goals.

Instruction for newcomers at P.S. 70 consists of several ESL methods that include, but are not limited to use of TPR, role-play, vocabulary development, picture references and realia. By embracing students' various cultures, through such school activities such as the annual International Tea or the Multicultural Fair, newcomers are provided with an environment that is culturally sensitive. Every child at P.S. 70 has access to one of the two computer labs at the school. By using appropriate internet sites, newcomer students complete projects giving information about their cultures. Also, teachers include instruction that introduces the newcomer students to American culture and life.

In terms of NCLB requirements for ELA testing after one year, teachers prepare newcomer students in various ways. By modifying materials, scaffolding and differentiating instruction, teachers are able to include newcomer students in grade-level tasks and activities, so that these children can learn the skills they need according to set state and city standards. By differentiating instruction and modifying materials, students can continue to learn English while acquiring strategies and ELA concepts. In order to prepare newcomer students for state and city exams, P.S. 70 takes part in optional city assessments so that these children are accustomed to the standardized test procedures. Teachers also specifically teach target language that is associated with standardized testing. For example, a teacher will instruct the students on different vocabulary that can be found on these assessments, such as the word "passages."

For ELL children who have been receiving services for four or more years, we focus on developing academic language and ELA skills through the Workshop Model. ESL certified teachers teach specific strategies for predicting, note-taking, comparing and contrasting, inferring, etc. Through periodic assessments, teachers are able to pinpoint specific skills that the children need to improve and work with each individual child to set goals and complete activities related to these skills. By using this kind of targeted approach, students improve their English proficiency and learn strategies that can be useful when learning information in other content areas.

Educational goals, short-term and long-term, for ELLs with special needs are set through the child's IEP. Every teacher working with a child with special needs is given a copy of the IEP, and therefore plan lessons around those goals. In addition to these goals, teachers, in conjunction with the student, might develop other academic goals related to current classroom instruction. Through the collaboration between the ESL and the Special education teachers, specific strategies are used according to the educational needs of each child.

ELL materials including software, authentic leveled libraries with high interest selections, commercially prepared and teacher-made materials, are used in daily instruction in the classrooms and in the school library. P.S. 70 follows the Workshop Model for all academic areas while incorporating ESL strategies, addressing the needs of all beginner, intermediate and advance students.

Instruction at P.S. 70 is in alignment with the New York City and New York State content and performance standards. Instruction focuses on literacy and math using ESL standards to ensure that students achieve higher scores on the NYSESLAT, and other city and state assessments. Teachers use a number of instructional strategies within the workshop model, small group instruction, use of TPR, role-play, picture references and realia, vocabulary development, word walls, and graphic organizers. ELL materials including software, authentic leveled libraries with high interest selections, commercially prepared and teacher made materials, are used in daily instruction in the classrooms and in the school library. P.S. 70 follows the Workshop Model for all academic areas while incorporating ESL strategies, addressing the needs of all beginner, intermediate and advance students.

All students are provided with differentiated instruction provided by the classroom teachers, cluster teachers and push-in teachers. Supplementary materials are provided to augment English, Native Language Arts, and Math instruction. The vision for all students of P.S. 70 is build upon their prior knowledge to achieve higher academic success within a well-functioning school environment. Together educators and parents will strive for the achievement of higher academic success as our students will become the new community.

P.S. 70 continues to support ESL children who have achieved English proficiency on the NYSESLAT by providing additional support during classroom instruction. Our ESL self-contained classes are often a heterogeneous grouping of proficient and non-proficient students, as well as non-ELLs. Proficient ESL children

continue to receive test modifications for city and state assessments by providing these children with extended time, time and a half, per state regulations.

A new photography program has been added to the extended day session at P.S. 70 that specifically targets ESL children, as well as ESL children with IEPs. This photography program incorporates writing and reading activities, along with hands-on experience in technology and the arts.

Due to the low register for the first grade TBE class for the 2009/2010 school year, P.S. 70 was obliged to close that program on that grade level. We will continue to maintain the kindergarten TBE class on the kindergarten level, which has more than a sufficient number of children, and we plan to reassess and reopen the first grade TBE class if enough parents show interest.

All ELLs at P.S. 70 attend the extended day program, and are invited to the school's Champions Club after school hours. The extended day program offers supplemental support for a duration of 37.5 minutes four times a week. During extended day, teachers work with students in small groups to combine reading and writing activities in order to improve literacy skills.

During Champions Club, an after school program held five times a week, students are involved in various indoor and outdoor sport activities. They also receive homework tutoring by older mentors from the community.

P.S. 70 offers technology instruction to all grade levels through the use of our two computer labs, as well as classroom technology instruction through the use of two laptop carts for student use. Many of our teachers have access to Smart Boards, which is valuable for teaching ELLs as it provides a visual context to the content areas.

For the TBE kindergarten program, NLA support is provided throughout the day. As stated, in the beginning levels of English language development, 60% of instruction time will take place in the students' native language and 40% in English. As students develop fluency in English, instruction time increases as outlined in CR Part 154 policy guidelines.

For free-standing ESL, students are provided with access to the school's newly remodeled library, which includes books in several different native languages. Also, classroom libraries are also equipped with native language books.

Instruction, resources and services at P.S. 70 for all grade levels correspond to ELLs ages and grade levels. Textbooks, online resources, and other classroom materials are all geared toward appropriate age levels and aligned with state standards for the grade level.

#### **E. Schools with Dual Language Programs: Not Applicable**

#### **F. Professional Development and Support for School Staff:**

All teachers working with non-ELL students are receiving ongoing professional development support via the following:

- Monthly staff development provided by coaches, ESL and AIS teachers on differentiation, and ESL instruction and methodology
- ESL strategies throughout the content area
- Collaborative planning between ESL push-in teachers and non-ESL teachers are programmed during communal preps to ensure that successful co-teaching takes place and that planning and pacing are parallel

All teachers working with ELL students are receiving ongoing professional development support via the following:

- All day professional development workshops provided by ICI and BETAC
- Continued grade conferences on ESL mandates by grade supervisor
- Aligning ESL methodologies and standards to the curriculum
- Collaborative planning between ESL push-in teachers and non-ESL teachers are programmed during communal preps to ensure that successful co-teaching takes place and that planning and pacing are parallel

## **G. Parental Involvement:**

Parents are an integral part of our school community. Several Parent Orientation Sessions are held during the year for newly enrolled ELL parents, as well as an informative session in early spring, providing information on NYSESLAT testing. Pamphlets and mock tests are distributed to parents to work with their children at home, as well as an informative measure to introduce them to what their children have been working on and what will be expected of them during this assessment. In addition, parents are invited once a month to have an informal conversation with the principal and parent coordinator about issues and concerns such as academics and curriculum. These discussions help build a stronger partnership and between the school and home, and keep open communication between school staff and parents.

Community Based Organizations that provide services to ELL parents are Cornell University, they give a workshop on nutrition and Elmhurst Hospital they provide information, materials and assistance with issues in the area of Mental Health and Hygiene.

## **Part IV: Assessment Analysis:**

The overall analysis of the Spring 2008 NYSESLAT and Lab-R proficiency results show the following information: On the Kindergarten level, there are forty-one (41) students on the Beginner level, seven (7) at the Intermediate level, and twenty (20) on the Advanced level. On the first grade level there are twelve (12) students on the Beginner level, fifteen (15) at the Intermediate level, and sixteen (16) on the Advanced level. On the second grade level there are nine (9) students on the Beginner level, eighteen (18) at the Intermediate level, and thirty (30) on the Advanced level. On the third grade level there are two (2) students on the Beginner level, nine (9) students at the Intermediate level, and fifteen (15) on the Advanced level. On the fourth grade level there are five (5) students on the Beginner level, eleven (11) at the Intermediate level, and seventeen (17) on the Advanced level. Finally, on the fifth grade level there are seven (7) students on the Beginner level, two (2) at the Intermediate level, and fourteen (14) on the Advanced level.

After careful analysis of the spring 2009 NYSESLAT results, the patterns observed across proficiency levels and grades show that the majority of students in first through fifth grades are in the intermediate and advanced levels. Our findings conclude that our students appear to be stronger in the listening/speaking modalities than the reading/writing modalities.

In the NYS ELA the majority of ELLs fall on levels 2 and 3, none in level 4. In the NYS Math, NYS Science and NYS Social Studies the majority of ELLs fall on level 3 and some on level 4.

The ECLAS-2 assessment demonstrates that the ELLs in Kindergarten through third grade are making gains in reading and writing. In Kindergarten the majority of ELLs are on level 1. In third grade the majority have reached level 6 and above.

PS 70 will continue targeting the needs of our ELLs beginners and and continue promoting:

- Language use and language/academic vocabulary development in all areas of the curriculum, within an interactive classroom.
- Focusing on developing higher level cognitive skills and critical thinking.
- Creating learning scaffolds and differentiating instruction to meet students at their starting points
- Involving students regularly in collaborative learning through pair and group work
- Teachers regularly interacting with students on an individual basis.
- Incorporating the language and culture of all students in the school.
- Teachers having high expectations of all students.
- Cooperatively planning classroom programs with ESL teachers

**OFFICE OF ENGLISH LANGUAGE LEARNERS**  
**GRADES K–8 LANGUAGE ALLOCATION POLICY**  
**WORKSHEET**

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

SSO/District <b>30</b>	School <b>PS 70Q</b>
Principal <b>Mrs. Donna geller</b>	Assistant Principal <b>Mariza Cerff</b>
Coach <b>Betty Ignatiadis</b>	Coach <b>Maria Palagian</b>
Teacher/Subject Area <b>Claire Georgiou – ESL</b>	Guidance Counselor <b>Teresa Rocha</b>
Teacher/Subject Area <b>Jennifer Franz – ESL</b>	Parent <b>Claudia Chacon</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Maria Hernandez</b>
Related Service Provider <b>Sharon Katz – Speech</b>	SAF <b>type here</b>
Network Leader <b>Nancy Dimaggio</b>	Other <b>type here</b>

### B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	<b>7</b>	Number of Certified Bilingual Teachers	<b>2</b>	Number of Certified NLA/FL Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>1</b>

### C. School Demographics

Total Number of Students in School	<b>1065</b>	Total Number of ELLs	<b>250</b>	ELLs as Share of Total Student Population (%)	<b>23.26%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

## Part III: ELL Demographics

### A. ELL Programs

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

ELL Program Breakdown										
	K	1	2	3	4	5	6	7	8	Total
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)	1									1
<b>Dual Language</b> (50%:50%)										0
<b>Freestanding ESL</b>										
<b>Self-Contained</b>	1	1	2	2	1	1				8
<b>Push-In</b>	2	1	1	0	2	2				8
<b>Total</b>	4	2	3	2	3	3	0	0	0	17

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	250	<b>Newcomers (ELLs receiving service 0–3 years)</b>	210	<b>Special Education</b>	23
<b>SIFE</b>	1	<b>ELLs receiving service 4–6 years</b>	44	<b>Long-Term (completed 6 years)</b>	0

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



Korean																			0	0	
Haitian Creole																				0	0
French																				0	0
Other																				0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

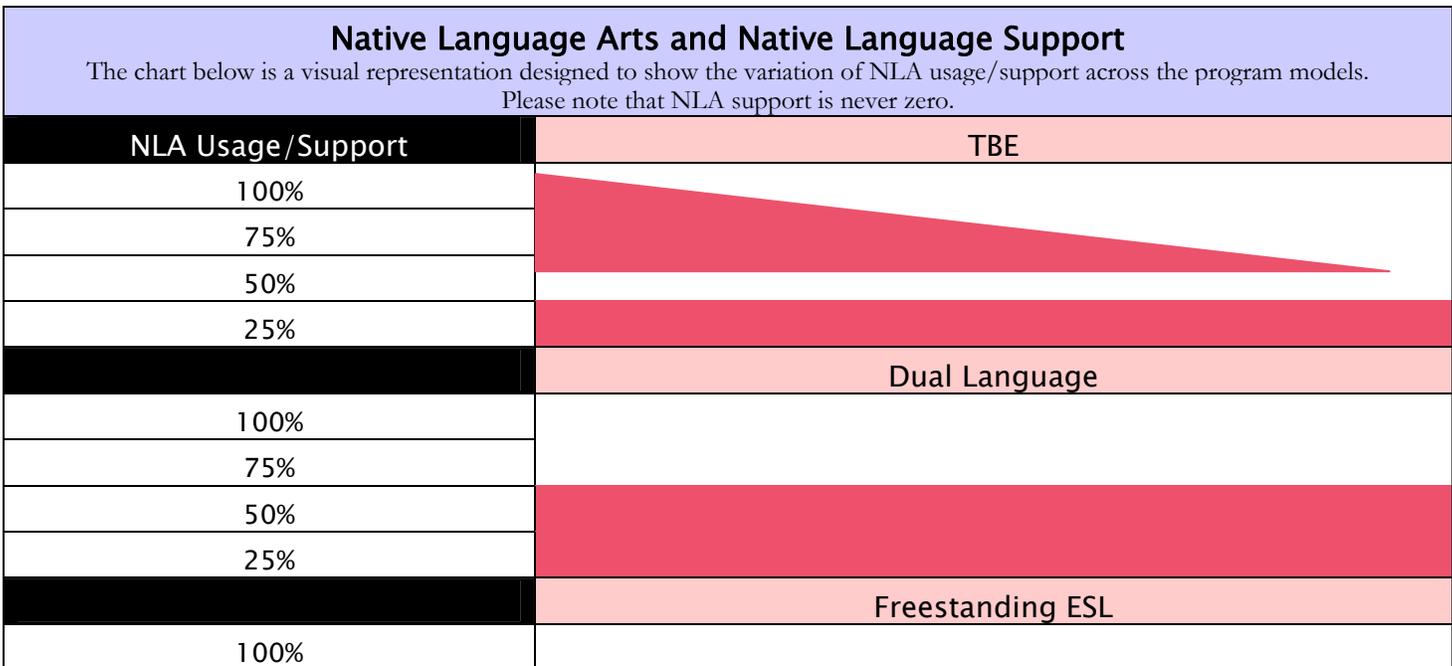
<b>This Section for Dual Language Programs Only</b>	
Number of Bilingual students (students fluent in both languages): <u>    </u>	Number of third language speakers: <u>    </u>
Ethnic breakdown of EPs (Number)	
African-American: <u>    </u>	Asian: <u>    </u> Hispanic/Latino: <u>    </u>
Native American: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

<b>Freestanding English as a Second Language</b>										
<b>Number of ELLs by Grade in Each Language Group</b>										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	16	22	32	17	20	12				119
Chinese	1	0	0	1	0	1				3
Russian	0	0	0	0	0	0				0
Bengali	4	5	3	1	1	1				15
Urdu	2	1	5	2	3	1				14
Arabic	10	4	6	2	4	4				30
Haitian Creole	0	0	0	0	0	0				0
French	0	0	0	0	0	0				0
Korean	0	0	0	0	0	0				0
Punjabi	1	1	0	0	1	2				5
Polish	0	1	0	0	0	1				2
Albanian	3	1	1	1	1	0				7
Other	9	8	10	2	3	1				33

<b>Programming and Scheduling Information</b>										
<b>TOTAL</b>	46	43	57	26	33	23	0	0	0	228

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K–8			
	Beginning	Intermediate	Advanced
<b>FOR ALL PROGRAM MODELS</b>			
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS</b>			
Native Language Arts	90 minutes per day	90 minutes per day	45 minutes per day



75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>

### Programming and Scheduling Information--Continued

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

### Schools with Dual Language Programs

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

### Professional Development and Support for School Staff

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

### Parental Involvement

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

# Part IV: Assessment Analysis

## A. Assessment Analysis

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	41	12	9	2	5	7				76
Intermediate(I)	7	15	18	9	11	2				62
Advanced (A)	20	16	30	15	17	14				112
Total	68	43	57	26	33	23	0	0	0	250

NYSESLAT Modality Analysis										
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8
LISTENING / SPEAKING	B		0	2	0	0	1			
	I		9	7	1	2	5			
	A		17	34	14	17	9			
	P									
READING / WRITING	B		9	6	2	2	5			
	I		13	17	7	12	2			
	A		12	21	14	17	8			
	P									

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4	12	12	0	28
4	5	4	9	0	18
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0



# Part V: LAP Team Assurances

DRA, ICRWP). What insights does the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

**Completing the LAP:** Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mariza Cerff	Assistant Principal		
Maria Hernandez	Parent Coordinator		
Calire Georgiou	ESL Teacher		
Claudia Chacon	Parent		
Jennifer Franz	Teacher/Subject Area		
	Teacher/Subject Area		
Betty Igniadis	Coach		
Maria Palagian	Coach		
Teresa Rocha	Guidance Counselor		
	School Achievement Facilitator		
Nancy Dimaggio	Network Leader		
	Other		
	Other		

<b>Signatures</b>			
School Principal		Date	
Community Superintendent		Date	
Reviewed by ELL Compliance and Performance Specialist		Date	

Rev. 10/7/09

**Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students**

**School Year 2009-2010**

**Form TIII – A (1) (a)**

Region \_\_\_\_\_ CSD: 30 School Building: PS070Q  
 Grade Level(s): Pre-K - 5 Number of Students to be Served: 250 LEP X Non-LEP \_\_\_\_\_  
 Number of Teachers 87 Other Staff (Specify) \_\_\_\_\_

**School Building Instructional Program/Professional Development Overview**

**Title III, Part A LEP Program**

School District: 30 Type of Program: Bilingual \_\_\_ ESL\_\_\_ Both: X  
 School Building: P.S. 70Q No. LEP Students Served 2009-10: 250  
 Name of Principal: Donna Geller Principal's Signature: \_\_\_\_\_

**2009-10 SCHOOL BUILDING BILINGUAL/ESL PROGRAM DESCRIPTION**  
 (Not to exceed two pages)

- I. Instructional Program (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc.)

P.S. 70 is located in the business district of Long Island City, Queens. This culturally diverse area has a large immigrant population, which is reflected in the student body where over forty languages are spoken.

In the Parent Survey and Program Selection forms, the parents at P.S.70 have demonstrated preference to Transitional Bilingual Program and English as a Second Language Program. Thus for the year 2008-2009, P.S.70 offers two TBE classes, one kindergarten and one first grade Spanish bilingual class. In addition, there are ESL classes on each grade level. There is one class on the kindergarten level, one class on the first grade level, two on the second grade level, two on the third grade level, one on the fourth grade level, and one on the fifth grade level. There are two (2) state certified Spanish bilingual teachers, and nine (9) state certified ESL teachers who service all mandated students. In addition, there are three teachers who are attending the Intensive Teacher Institute to acquire certification in ESL. The units of ESL instruction each student receives is based in accordance to his or her English proficiency level from their Language Assessment Battery (LAB-R) scores or from their New York State English as a Second Language Achievement Test (NYSESLAT) scores. The units of ESL instruction are regulated by New York State Commissioner's Regulations Part 154 (CR Part 154). We provide each beginning and intermediate ELL students with 360 minutes of ESL instruction each week and advanced ELL students receive 180 minutes of ESL instruction each week. All instruction is provided in English by state certified ESL teachers.

At P.S. 70, specific procedures for identifying and placing new ELLs are followed. These procedures are registration, identification, testing, parent orientation for the parents, and program selection and placement. During registration, parents of newly enrolled students are given the Home Language Identification Survey (HLIS) for completion as part of the school admission/registration process. The HLIS is reviewed by the ESL Coordinator to determine whether the student is required to take the Language Battery Revised (LAB-R) test based on established criteria. These children are identified as ELLs. Parents are notified to attend an ESL Parent Orientation where program and placement options are presented with clarity and objectivity. The meeting focuses on familiarizing the parents to the school system and explaining program options. A video in their native language is shown to the parents; it provides information about educational options for their child and their right to choose. Program placement is based on the Parent Program Selection form. Parents may opt out of the Bilingual Education Program but may not opt out of the ESL program. If parents do not select a program within ten days, the student is placed in a Bilingual class, if it is available; otherwise, the student is placed in an ESL class.

Our Bilingual classrooms follow the school's Language Allocation Policy according to the CR Part 154 Regulations. Students begin with 60% of instruction in their native language and 40% in English. Children at the intermediate English proficiency level will receive 50% of instruction in their native language and 50% of instruction in English. Children at the advanced English proficiency level will receive 75% of instruction in English language development and 25% of instruction in their native language. Language learning is promoted in all areas of the curriculum within an interactive rather than teacher-centered classroom.

Our ESL self-contained classes provide instruction in the English language with a variety of instructional strategies and methodologies aiding students in acquiring not only communication skills but academic language as well. Our state certified teachers use the workshop model, scaffolding of semantic and syntactic structures, increasing linguistic redundancy through the use of TPR, role play, and the use of graphic organizers.

Students are also provided with a variety of materials and resources such as dictionaries, picture referents, word walls, and concrete materials which help students internalize new vocabulary. The students are given the opportunity throughout the day to work with partners and in small groups which creates a more risk-free learning environment.

## II. Parent/Community Involvement

Parents are an integral part of our school community. A minimum of two Parent Orientation Sessions are held during the year for new ELL parents. P.S.70 also offers parent workshops and conferences such as monthly curriculum and computer workshops as well as adult ESL classes. In addition, parents are invited

once a month to have a casual conversation with the principal and parent coordinator about issues and concerns such as academics and curriculum. These discussions help build a stronger partnership between the school and home.

III. Staff Development

Staff Development for the entire staff is provided by the assistant principals, coaches, ESL and AIS teachers on the following topics:

- Differentiation and small group instruction
- Aligning ESL methodologies and standards to the curriculum
- Incorporating ESL strategies in the Reading Workshop
- Incorporating ESL strategies in the Writing Workshop
- Utilizing ESL strategies in the Everyday Math program
- ESL strategies throughout the content area

School District PS 70/30  
 BEDS Code 343000010070

For Title III Professional Development

## BUDGET NARRATIVE

\*\* MUST BE SUBMITTED WITH EACH BUDGET IN THIS CONSOLIDATED APPLICATION

<i>CODE/ BUDGET CATEGORY</i>	<i>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)</i>
<i>Code 15 Professional Salaries</i>	<i>After School Program As Funds Allow /To Be Determined</i>
<i>Code 16 Support Staff Salaries</i>	<i>As Funds Allow /To Be Determined</i>

<b>CODE/ BUDGET CATEGORY</b>	<b>EXPLANATION OF EXPENDITURES IN THIS CATEGORY</b> <i>(as it relates to the program narrative for this title)</i>
<b>Code 40</b>  <b>Purchased Services</b>	<b>As Funds Allow /To Be Determined</b>
<b>Code 45</b>  <b>Supplies and Materials</b>	<b>As Funds Allow /To Be Determined</b>
<b>Code 46</b>  <b>Travel Expenses</b>	<b>As Funds Allow /To Be Determined</b>

**Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students**  
**School Year 2009-2010**

**Form TIII – A (1) (b)**

Region \_\_\_\_\_ CSD 30 School Building PS 070

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

Category	Proposed Expenditure
<p>Code 15 – Professional Salaries  Instructional  Professional Development  Parent/Com. Involvement  <span style="padding-left: 100px;">Total Code 15</span></p> <p>Code 45 – Supplies and Materials  Instructional  Professional Development  Parent/Com. Involvement  <span style="padding-left: 100px;">Total Code 45</span></p> <p>Code 80 – Employee  Benefits  Instructional  Professional Development  Parent/Com. Involvement  <span style="padding-left: 100px;">Total Code 80</span></p> <p>Code  Instructional  Professional Development  Parent/Com. Involvement  <span style="padding-left: 100px;">Total Code</span></p>	<p>To Be Determined /As Funds Allow</p>
<b>School Budget Summary Total</b>	

**Title III, Immigrant Program**  
**Budget Summary - Only Selected Schools**

Category	Proposed Expenditure

### **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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### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

**Requirement under Chancellor's Regulations – for all schools**

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

#### **Part A: Needs Assessment Findings**

---

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

The data is derived from the Annual School Report, Home Language Survey, a Parent Survey distributed by the Parents Association at the first meeting.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Our school's written translation and oral interpretations needs are lunch forms, all registration information, meetings and workshop notices, IEP meeting letters. We propose that scheduled events be available as well. A prepared notice is distributed to all staff members notifying them of which documents are available and in what languages.

#### **Part B: Strategies and Activities**

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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.

Translations will be provided by the Department of Education Translation Service Department and school staff. Parent volunteers are available to translate as needed.

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.

Parent volunteers will translate at parent meetings. Staff members will translate. Department of Education translator will be requested and utilized when needed.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services.

Our school will provide each parent whose primary language is a covered language and who requires language assistance services with written notification of their rights regarding translation and interpretation services in the appropriate covered languages, and instructions on how to obtain such services. Translated signs will be posted in the main entrance indicating the location of the main offices.

**Part C: Action Plan – Language Translation and Interpretation**

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**Directions:** On the action plan template provided below, indicate the key actions to be implemented for the 2009-10 school year to support improvement in priority areas as described in the school’s response to Questions 1, 2, and 3 in Part B of this appendix. For each action step, indicate the implementation timeline, person(s) responsible, resources needed, and indicators of progress and/or accomplishment. When completed, the action plan can be used as a tool to support effective implementation.

<p><b>Goal:</b> 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.</p>	
<p><b>ACTION STEP – WHAT needs to be done to accomplish goal?</b></p> <p>➤ Refer to specific actions, strategies, and activities described in Part B.</p>	<p>All parent activities and workshops will have translators available. They will be provided by the Department of Education Translation Services, School Staff, and Parent Volunteers</p>
<p><b>WHEN?</b></p> <p>➤ Implementation Timeline: Start/End Dates, Frequency, and Duration</p>	<p>September 2009-June 2010</p>
<p><b>BY WHOM?</b></p> <p>➤ Person(s) or Positions(s) Responsible, including supervisory point person and translation and interpretation service providers (* denotes Lead person)</p>	<p>Parent Coordinator, School Staff, Parent Volunteers, and Department of Education Translation Services</p>
<p><b>SUPPORT</b></p> <p>➤ Resources/Cost/Funding Source (including fiscal and human resources)</p>	<p>Title III</p>
<p><b>INDICATORS OF PROGRESS AND/OR ACCOMPLISHMENT – How will the school know whether strategies are working?</b></p> <p>➤ Interval of Periodic Review</p> <p>➤ Instrument(s) of Measure; Projected Gains (include types of documents that will be collected as artifacts)</p>	<p>By June 2010</p> <ul style="list-style-type: none"> <li>○ Increased parent participation in parent workshops, meetings, scheduled events based on attendance sheets.</li> <li>○ Parent Surveys</li> <li>○ Increase in the use of Department of Education Translation Services</li> </ul>

## **Part B: Strategies and Activities**

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4. 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.
5. 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.
6. 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>.

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

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

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

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$579,820.00	\$66,785.00	\$646,605.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$5,798.20		\$5,798.20
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$4,123.00	\$4,123.00
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$28,991.00		\$28,991.00
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$28,991.00	\$28,991.00
6. Enter the anticipated 10% set-aside for Professional Development:	\$57,982.00		\$57,982.00
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$6,678.00	\$6,678.00

1. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 98.8%
2. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

### **2. School-Parent Compact - Attach a copy of the school’s Parent Involvement Policy.**

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

## **P.S. 70 Queens School – Parent – Student Compact**

**P.S. 70 Queens**, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2009-10.

### School Responsibilities

P.S. 70 Queens will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
  - Provide teachers with professional development
  - Provide parents with trainings with workshops on content
  - Create classroom environments conducive to the workshop model
  - Provide leveled libraries in each classroom
  - Provide word walls for student reference
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
  - Parent Teacher conferences held in November and March
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
  - Phone conferences as needed
  - Parent conferences with classroom teacher
  - Parent conferences with teachers, guidance, principal and grade supervisors
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
  - Phone conferences as needed
  - Parent conferences with classroom teacher
  - Parent conferences with teachers, guidance, principal and grade
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

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

### Parent Responsibilities

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

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, we will:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

**SIGNATURES:**

<b>SCHOOL</b>	<b>PARENT(S)</b>	<b>STUDENT</b>
Date	Date	Date

**P.S. 70 Queens**

**School Parental Involvement Policy**

**2009-2010**

\* \* \* \* \*

**PART I. GENERAL EXPECTATIONS**

The P.S. 70 Queens agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.

- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that parents play an integral role in assisting their child’s learning;

**PART II. DESCRIPTION OF HOW SCHOOLS WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS**

1. **P.S. 70 Queens** will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
  - ❑ Solicit opinions/interest of parents at PA meetings
  - ❑ Survey’s to help in planning, review and improvement of the schools programs
  - ❑ Provide copies of policy/compact to all parents
  - ❑ The Principal will hold “Round Table” discussions once a month, where parents are invited to just walk in to her office and ask any question.
  
2. **P.S. 70 Queens** will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
  - ❑ Parents will be involved in reviewing and modifying the parent policy through monthly PA & SLT meetings
  - ❑ Participation in the Learning Walkthrough
  
3. **P.S. 70 Queens** will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective involvement activities to improve student academic achievement and school performance:
  - ❑ Parents will be informed of all parent workshops and activities by:

- Parent Coordinators Monthly Newsletter
    - School website
    - E-Mail
    - School calendar
    - Parents' Association monthly meeting
  - Reminder letters and phone calls
  - The principal will send parents a monthly letter about new month.
4. **P.S. 70 Queens** will coordinate and integrate Title 1 parental involvement strategies with parental involvement strategies under the following other programs:
- Head sprout – integrating literacy and technology
  - Open Access Library
5. **P.S. 70 Queens** will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy and activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic background) The School will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
- Solicit opinions of parents at PA and SLT meetings
  - Parent Workshop/Activity Survey's
6. **P.S. 70 Queens** will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective parent involvement of parents to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below
- a. The school will provide assistance to parents of children served by the school, as appropriate, in the understanding topics such as the following, by undertaking the actions described in this paragraph-
- i. the State's academic content standards,
  - ii. the State's student academic achievement standards,
  - iii. the state and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:
    - Signing School Compact
    - Parent Orientation Meetings
    - Open House
    - November/March Parent/Teacher Conferences
    - Parent Educational Workshops
    - Student Recognition Programs

- Website links
  - Community Education Council Meetings
- b. The school will provide materials and training to help parent work with their children to improve their children's academic achievement, such as literacy trading, and using technology, as appropriate, to foster parent involvement, by:
- Open Access Library
  - Parent Coordinator Resource Center
  - Parent Workshops for Literacy and Everyday Math
  - Parent State Testing Forums
  - Curriculum Parent Workshops
- c. The school will, with the assistance of it's parents, educate its teachers, pupil services personnel, principal, and other staff, in how to reach out to, communicate with, work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
- Faculty Conferences
  - Grade Conferences
  - Professional Development Trainings
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, and the Parents as Teachers Program, public preschool, and other programs. and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by:
- Open Access Library
  - Parent Resource Center
  - Parent Workshops
- e. The school will take the following actions to ensure that information related to the school and parent program, meeting and other activities, is sent to the parents of participating children in understandable and uniform format, including alternate formats upon request, and, to extent practicable, in a language the parents can understand:
- Translate important documents
  - Notices to be sent E-mail to working parents
  - Phone call to hard to reach parents

### **III. Discretionary School Parental Involvement Policy Components**

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

### **PART IV. ADOPTION**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by Title 1 Parent Council on May 16 2006

This policy was adopted by **P.S. 70 Queens** on **May 23, 2009** and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 15, 2009.

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*(Signature of Authorized Official)*

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*(Date)*

### ***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 was conducted a copy is available upon request. (see part IV Section C)
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.

Classes are grouped heterogeneously across the grades in general education classes from Pre-Kindergarten to Grade 5. An honors class exists on each grade beginning from Grade 1 to Grade 5. During the 2009-2010 school year, we will maintain one self-contained special education 12:1 and classes, and 4 CTT classes. Currently, children in Grades 1-5 receive Special Education Teacher Support Services and related services.

We have 2 bilingual Education classes and self-contained ESL classes on each grade. There are 2 push-in ESL teacher.

- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - o There is extended day 4 times a week for 37 1/2 minutes. There are after school programs for Title I Reading and Math. There after school Title III ESL programs. There is an after school Sports and Arts Program as well.
    - o There are honors classes on each grade beginning in first grade. Students are successfully serviced through small group differentiated instruction, push-in AIS, Special Education Support Services and Related Services, and a Guidance Counselor
3. **Instruction by highly qualified staff.**

Teachers are placed in classes based on appropriate certifications. Teachers attend workshops that are grade appropriate on assessments, instructional methods and materials. Professional development is provided, monthly faculty conferences and monthly grade conferences.
4. **High-quality and ongoing professional development for teachers, principals, and paraprofessionals** (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the School wide Program to meet the State's student academic standards.

To provide presenters from our LSO office, coaches, supervisors, Reading and Writing facilitators, and teachers within the school environment who have successfully implemented the elements of the new initiative. Facilitators will discuss, prepare PowerPoint and overhead projector presentations to teach and review skills and strategies appropriate to the subject. Presenters will engage the listeners actively through hands on activities and then a sharing of their results. Professional Development is provided during faculty conferences, and grade conferences. Materials are typed and distributed to appropriate grade level educators. Materials are kept in the Principal's office and Coaching Room in a binder for future reference.

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

New teachers apply for positions through the open access network. Support is given to teachers through reading and math coaches, assistant principals on grade, and the principal. A professional development committee meets monthly to address needed information or trainings.

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

Our school implements a parent volunteer program. There are many various workshops and programs throughout the year. There are parent workshops to familiarize the parents with the New York State exams. Letters and notices are translated in covered languages.

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

We have a preschool program in which parents are invited in for special events to celebrate student work. Students are assessed and receive special services based on need. Parents are invited to a Kindergarten Open House, which provides a preview of what is to come. We anticipate 4 pre school classes for the 2009-2010 school year.

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 included in the decisions regarding the use of academic assessments through collaboration during monthly grade conferences. Each grade has a reading and a writing facilitator that shares the specific needs of each grade at a monthly Professional Development Team meeting led by the literacy and math coaches and the principal. Teachers create assessments based on student needs during their professional periods once a week.

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 are successfully serviced through small group differentiated instruction, push-in AIS, Special Education Support Services and Related Services, IEP, a Guidance Counselor.

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.

We strive to maintain articulation between the Federal, State and Local Service Providers. All staff members participate in staff development activities, which deal with the children they have in common. Our Pupil Personal Team has members from our classroom staff, reimbursable staff, special teacher support staff, speech and SBST. Services are coordinated to provide a balance of resources. Financial resources include: Title I, City Council, PCEN, Tax Levy, Universal Lunch, IDEA. For each of these funded areas student specific needs are addressed.

**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.

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<sup>1</sup> To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum (SEC)*. Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

– **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.

We have an established Curriculum Committee entitled the Professional Development Committee which has been active since 2002. This committee drives the instructional program of this school. This committee meets monthly and subgroups meet on their professional periods. The committee assessed whether this finding is relevant to our school's educational program. The committee included members of the School Leadership Team, the Inquiry Teams, and other relevant staff members. The committee met to review our CEP, our data, the core curriculum, and the taught curriculum to look for lapses with meeting the NYS standards. The committee determined that the curriculum audit findings were not relevant to our school educational program for all students including ELL's.

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?

It was determined that the current curriculum alone did not meet the state standards. Our school however has included many supplemental instructional programs and materials to help close the gap. Materials include vocabulary workshop books for all grades, grammar workshop books for all grades, handwriting handbooks, the addition of a Word Work cluster position in the building, Headsprout, Earobics, differentiated skill based manuals, extensive differentiated authentic literature libraries in all grades. These materials and programs benefits all students including ELL's and special education populations.

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.

N/A

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## **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.

We have an established Curriculum Committee entitled the Professional Development Committee which has been active since 2002. This committee drives the instructional program of this school. This committee meets monthly and subgroups meet on their professional periods. The committee assessed whether this finding is relevant to our school's educational program. The Committee assessed whether this finding is relevant to our school's educational program. The committee included members of the School Leadership Team, the Inquiry Teams, and other relevant staff members. The committee met to review our CEP, our data, the core curriculum, and the taught curriculum to look for

lapses with meeting the NYS standards. The committee determined that the curriculum audit findings were not relevant to our school educational program for all students.

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?

It was determined that the current curriculum alone did not meet the state standards. Our school however has included many supplemental instructional programs and materials to help close the gap. Materials include Math Steps, Math Advantage, supplemental worksheets that focus on the four basic operations, Everyday Math Connections to Literature, and manipulatives that further enhance the programs particularly the ELL's and the special education population of our school making the program more multi-sensory to help meet the multiple intelligences of our students.

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.

N/A

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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.

We have an established Curriculum Committee entitled the Professional Development Committee which has been active since 2002. This committee drives the instructional program of this school. This committee meets monthly and subgroups meet on their professional periods. The committee assessed whether this finding is relevant to our school's educational program. The committee assessed whether this finding is relevant to our school's educational program. The committee included members of the School Leadership Team, the Inquiry Teams, and other relevant staff members. The committee met to review our CEP, our data, the core curriculum, and the taught curriculum to look for lapses with meeting the NYS standards. The committee determined that the curriculum audit findings were not relevant to our school educational program for all students.

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?

It was determined that the current curriculum alone did not meet the state standards. Our school however has included many supplemental instructional programs and materials to help close the gap. Materials include vocabulary workshop books for all grades, grammar workshop books for all grades, handwriting handbooks, the addition of a Word Work cluster position in the building, differentiated skill based manuals, extensive differentiated authentic literature libraries in all grades. These materials and programs benefit all students including ELL's and special education populations. Our school's philosophy of methodology does not include direct instruction. Our school implements the workshop model where the teacher plays the role of a facilitator in instruction. Our students are active participants in their learning process.

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.

N/A

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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.

We have an established Curriculum Committee entitled the Professional Development Committee which has been active since 2002. This committee drives the instructional program of this school. This committee meets monthly and subgroups meet on their professional periods. The committee assessed whether this finding is relevant to our school's educational program. The committee included members of the School Leadership Team, the Inquiry Teams, and other relevant staff members. The committee met to review our CEP, our data, the core curriculum, and the taught curriculum to look for lapses with meeting the NYS standards. The committee determined that the curriculum audit findings were not relevant to our school educational program for all students.

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?

It was determined that the current curriculum alone did not meet the state standards. Our school however has included many supplemental instructional programs and materials to help close the gap. Materials include Math Steps, Math Advantage, supplemental worksheets that focus on the four basic operations, Everyday Math Connections to Literature, and manipulatives that further enhance the programs particularly the ELL's and the special education population of our school making the program more multi-sensory to help meet the multiple intelligences of our students. Our school's philosophy of methodology does not include direct instruction. Our school implements the workshop model where

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

the teacher plays the role of a facilitator in instruction. Our students are active participants in their learning process. Classrooms are equipped with four desktop computers and mobile laptop carts are available. Differentiated Everyday math games are available and used by students every week both independently and with partners on these computers. Once a week and when lessons call for it, manipulative Everyday Math games are played. Games and activities are incorporated throughout the day including lunch and extended day programs.

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.

N/A

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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.

A school based committee was formed to assess whether this finding is relevant to our school's educational program. The committee included members of the School Leadership Team, the Inquiry Teams, and other relevant staff members. The committee met to review our CEP, our data, the core curriculum, and the taught curriculum to look for lapses with meeting the NYS standards. The committee determined that the curriculum audit findings were not relevant to our school educational program for all students.

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?

It was determined that our school does not have a high turnover rate. We in fact have a very low percentage of new and transfer teachers on staff. What new staff we do acquire is due to teacher relocation, maternity leave, or furthering their professional careers.

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.

N/A

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

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

Please respond to the following questions for Key Finding 4:

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

We have an established Curriculum Committee entitled the Professional Development Committee which has been active since 2002. This committee drives the instructional program of this school. This committee meets monthly and subgroups meet on their professional periods. The committee assessed whether this finding is relevant to our school's educational program. The committee included members of the School Leadership Team, the Inquiry Teams, and other relevant staff members. The committee met to review how our ELL professional development best meets the needs of our staff.

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?

Our findings show that we have staff that is QTEL trained and others have been offered the trainings. ELL staff is aware of the various professional development opportunities available to them. Staff members are trained in the writing and implementation of the Language Allocation Policy. Staff members have attended professional development for strategies for writing for the ELL population.

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.

N/A

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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.

We have an established Curriculum Committee entitled the Professional Development Committee which has been active since 2002. This committee drives the instructional program of this school. This committee meets monthly and subgroups meet on their professional periods. The committee assessed whether this finding is relevant to our school's educational program. The committee included members of the School Leadership Team, the Inquiry Teams, and other relevant staff members. The committee met to review how NYSESLAT data is analyzed and shared with our entire staff.

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

Applicable  Not Applicable

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

It was determined that this finding does not apply to our school. Our ESL coordinator and teachers share the results with all relevant staff members in a timely manner. The data is disaggregated by proficiency level and status.

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.

N/A

### **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.

We have an established Curriculum Committee entitled the Professional Development Committee which has been active since 2002. This committee drives the instructional program of this school. This committee meets monthly and subgroups meet on their professional periods. The committee assessed whether this finding is relevant to our school's educational program. The committee included members of the School Leadership Team, the Inquiry Teams, and other relevant staff members. The committee met to review how our professional development best meets the needs of our special education staff.

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?

It was determined that this finding is not applicable to our school. All collaborative team teaching staff has been trained in differentiating instruction using the Wilson and Foundations reading programs. The IEP teacher attends all relevant Pro-Traxx workshops. The Least restrictive Environment Committee is implementing a mainstreaming plan. Professional development is currently being developed to familiarize the general education teachers with the interpretation and implementation of student IEP's in the classroom.

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.

N/A

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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.

We have an established Curriculum Committee entitled the Professional Development Committee which has been active since 2002. This committee drives the instructional program of this school. This committee meets monthly and subgroups meet on their professional periods. The committee assessed whether this finding is relevant to our school's educational program. The committee included members of the School Leadership Team, the Inquiry Teams, and other relevant staff members. The committee met to review our CEP, our data, the core curriculum, and the taught curriculum to look for lapses with meeting the NYS standards. The committee determined that the curriculum audit findings were not relevant to our school educational program for all students.

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?

It was determined that this finding is applicable to our school. The Academic Management Needs portion on page 3 in the past was not always completed for all students. However, accommodations and modifications for our special education population are implemented in the classroom for all assessments and instruction. In the area of behavioral goals this finding is not applicable for our school. Our Guidance Counselor, Social Worker, and School Psychologist write and implement behavioral goals and remediation for these students. Behavioral intervention plans and crisis management para-professionals are also in place.

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

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

*All schools must complete this appendix.*

### **Directions:**

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

### **Supporting Students in Temporary Housing (STH)**

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

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### **Part A: FOR TITLE I SCHOOLS**

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

***Amount of students in temporary housing: 0***

2. Please describe the services you are planning to provide to the STH population. **N/A**

### **Part B: FOR NON-TITLE I SCHOOLS**

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

