



[P.S. 70 QUEENS]

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: (30/ QUEENS/P.S. 70. JUNE, 2010)
ADDRESS: 30-45 42ND STREET ASTORIA, N.Y.11103
TELEPHONE: 718 728-4646
FAX: 718 728-5817

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6

SECTION IV: NEEDS ASSESSMENT.....10

SECTION V: ANNUAL SCHOOL GOALS.....11

SECTION VI: ACTION PLAN.....12

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....26

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....27

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28

SECTION I: SCHOOL INFORMATION PAGE

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

DISTRICT: 30 **CFN /NETWORK #:** 202/Cluster 2

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

<u>POSITION/TITLE</u>	<u>PRINT/TYPE NAME</u>
	Giannoula Michealopoulos
SCHOOL LEADERSHIP TEAM CHAIRPERSON	<u>Sharon Katz</u>
	Donna C. Geller
PRINCIPAL	_____
	Valerie Waxman
UFT CHAPTER LEADER	_____
PARENTS' ASSOCIATION PRESIDENT	Claudia Chaccon
STUDENT REPRESENTATIVE <i>(Required for high schools)</i>	_____
COMMUNITY SCHOOL DISTRICT SUPERINTENDENT	Dr. Phillip Composto

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

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

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

Name	Position/Constituency Represented
Donna C. Geller	*Principal
Valerie Waxman	*UFT Chapter Chairperson
Claudia Chaccon,	*PA/PTA President
Sharon Katz	<i>Co-Chair SLT/ Teacher/ Financial Officer</i>
Giannoula Michaelopoulos	<i>Co-Chair SLT/ Recording Secretary/ Teacher</i>
George Dzanoucakis	Teacher
Irene Katos	Sp. Ed teacher
Laura Kulesz	Parent
Nasima Akter	Parent
Robeena Meer	Parent
Alejandra Flores	Parent
Zeinab Sheta	Parent

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.

Public School 70 Magnet School for the Expressive Arts, is located in LIC, Queens. This culturally diverse area has a tremendous immigrant population with over 40 languages spoken.

Our main building has five stories. We have a mini building parallel to the main building. We also have four transportable classrooms in the school yard.

The instructional model is a Balanced Literacy Approach taught within the workshop model. Our Reading Program instruction is 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 writing process using interactive, shared, and independent writing.

The *Everyday Math Program* is implemented in our school. Literature with mathematical themes, are used as read alouds.. Manipulatives and games encourage practice and problem solving. Key vocabulary development and writing to explain the strategies and processes used to find solutions are always 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. We 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. Additional cluster programs include word work, art, technology, library, science, social studies, dance, poetry, and physical/health education. Within the physical/health education program, the students in Grades 2-5 participate in the NYC Mighty Milers. Students participate in NYC Breakfast in the Classroom. A school-wide Field Day is planned. Selected students participated in borough wide competitions.

Enrichment is provided for students. We have several clubs and committees that are student operated including yearbook, school newspaper, school store, service, and audio-visual squads. There are yearly fairs in cluster areas. 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.

At PS 70 “No Child Gets Left Behind.” We provide Tier II intervention services following the Response to Intervention Model in both the academic and social/emotional areas for all our students. Our AIS, SETSS, Related Service Providers, Guidance Counselor and Title IV Drug Counselor all service our “AT Risk” students for a period of 10 weeks as determined by our school PPT. At Risk interventions precede all school referrals to special education.

SECTION III – Cont’d
Part B. School Demographics and Accountability Snapshot (SDAS)

CEP Section III: School Profile
 Part B: School Demographics and Accountability Snapshot (Version 2011-2B - January 2011)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 070 Queens								
District:	30	DBN:	30Q070	School BEDS Code:	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)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	82	107	115		95.3	95.3	95.2		
Kindergarten	148	159	171						
Grade 1	158	151	158						
Grade 2	187	184	144						
Grade 3	167	168	171						
Grade 4	146	171	173						
Grade 5	153	134	163						
Grade 6	0	0	0						
Grade 7	0	0	0						
Grade 8	0	0	0						
Grade 9	0	0	0						
Grade 10	0	0	0						
Grade 11	0	0	0						
Grade 12	0	0	0						
Ungraded	0	9	4						
Total	1051	1063	1099						
Special Education Enrollment:					Student Stability - % of Enrollment:				
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10		
# in Self-Contained Classes	20	18	17		93.3	95.2	95.0		
# in Collaborative Team Teaching (CTT) Classes	22	25	29						
Number all others	63	66	48						
These students are included in the enrollment information above.									
English Language Learners (ELL) Enrollment:					Poverty Rate - % of Enrollment:				
(BESIS Survey)	2008-09	2009-10	2010-11	(As of October 31)	2008-09	2009-10	2010-11		
(As of October 31)	2008-09	2009-10	2010-11		70.0	85.5	78.7		
# in Transitional Bilingual Classes	30	18	TBD						
# in Dual Lang. Programs	0	0	TBD						
# receiving ESL services only	195	220	TBD						
Recent Immigrants - Total Number:					Students in Temporary Housing - Total Number:				
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
	33	30	20		5	5	16		
Special High School Programs - Total Number:					Suspensions (OSYD Reporting) - Total Number:				
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
CTE Program Participants	0	0	0	Principal Suspensions	0	6	2		
Early College HS Program Participants	0	0	0	Superintendent Suspensions	1	3	4		
Number of Staff - Includes all full-time staff:									
(As of October 31)	2007-08	2008-09	2009-10	Number of Teachers	78	81	77		

CEP Section III: School Profile
 Part B: School Demographics and Accountability Snapshot (Version 2011-2B - January 2011)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
# ELLs with IEPs	8	30	TBD	Number of Administrators and Other Professionals	13	13	11		
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	4	4	7		
Overage Students (# entering students overage for grade)				Teacher Qualifications:					
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10		
	0	0	0	% fully licensed & permanently assigned to this school	98.7	98.8	100.0		
				% more than 2 years teaching in this school	74.4	81.5	92.2		
				% more than 5 years teaching anywhere	56.4	58.0	70.1		
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher					
(As of October 31)	2008-09	2009-10	2010-11	% core classes taught by "highly qualified" teachers (NCLB/SED)					
American Indian or Alaska Native	0.3	0.2	0.5	89.6	96.3	94.4			
Black or African American	2.3	2.1	2.3						
Hispanic or Latino	42.5	40.3	40.5						
Asian or Native Hawaiian/Other Pacific Isl.	21.5	21.5	20.7						
White	33.3	35.8	35.9						
Male	53.2	53.0	54.0						
Female	46.8	47.0	46.0						
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:	2007-08	2008-09	2009-10	2010-11					
	√	√	√	√					
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY									
SURR School (Yes/No)	If yes, area(s) of SURR identification:								
Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:									
	Phase			Category					
	In Good Standing (IGS)	√	Basic	Focused	Comprehensive				
	Improvement Year 1								
	Improvement Year 2								
	Corrective Action (CA) – Year 1								
	Corrective Action (CA) – Year 2								
	Restructuring Year 1								
	Restructuring Year 2								
	Restructuring Advanced								

CEP Section III: School Profile
 Part B: School Demographics and Accountability Snapshot (Version 2011-2B - January 2011)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level			Secondary Level				
ELA:	✓		ELA:				
Math:	✓		Math:				
Science:	✓		Graduation Rate:				
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	✓	✓	✓				
Ethnicity							
American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	✓	✓					
Asian or Native Hawaiian/Other Pacific Islander	✓	✓					
White	✓	✓					
Multiracial							
Students with Disabilities	✓	✓	-				
Limited English Proficient	✓	✓	-				
Economically Disadvantaged	✓	✓					
Student groups making AYP in each subject	7	7	1				
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2009-10				Quality Review Results – 2009-10			
Overall Letter Grade:	C			Overall Evaluation:	NR		
Overall Score:	38.9			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	5.3			Quality Statement 2: Plan and Set Goals			
(Comprises 15% of the Overall Score)				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	7			Quality Statement 4: Align Capacity Building to Goals			
(Comprises 25% of the Overall Score)				Quality Statement 5: Monitor and Revise			
Student Progress:	24.1						
(Comprises 60% of the Overall Score)							
Additional Credit:	2.5						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
✓ = Made AYP				U = Underdeveloped			
✓ ^{SH} = Made AYP Using Safe Harbor Target				UPF = Underdeveloped with Proficient Features			
X = Did Not Make AYP				P = Proficient			
- = Insufficient Number of Students to Determine AYP				WD = Well Developed			
				NR = Not Reviewed			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							

SECTION IV: NEEDS ASSESSMENT

Strengths and Accomplishments:

- School leaders and faculty align curricula to State Standards, make purposeful decisions to emphasize key standards in order to close the achievement gap and focus on college-readiness, and align curricula across the grades and in all subject areas.
- Professional learning opportunities at P.70 are purposeful and consistently aligned with the school goals and curricula outlined in the CEP, including exposure to the evolving State standards, opportunities to discuss best practices with peers, visit colleagues' classrooms, develop common grade assessments to sharpen content expertise with the goal of improving instruction and student outcomes.
- School leaders, faculty, parent coordinator and other support staff consistently communicate high expectations (including attendance, academic performance, social-emotional competency and post-secondary opportunities) to students and their families in ways that explain and support students and their families in meeting these expectations.
- School leaders, teacher teams and individual teachers use data to set annual goals and drive instruction for groups of students for whom they are responsible including specific classes, grade level groups, special needs students and English language learners.
- School leaders and faculty gather and analyze a comprehensive range of summative data. Together data is used, created, and expertise is developed in selecting and/or designing assessments to gather and analyze classroom level data to supplement summative and periodic assessment data that creates a picture of individual students' strengths and areas of need, and differentiate instructional strategies.
- School leaders and faculty have structures in place to regularly evaluate and adjust the process and format for sharing performance data with students and families with a focus on ensuring that this information is accessible and helps students understand their next learning steps.

What the school needs to improve:

- Further develop expertise in the use of Acuity and ARIS alongside other periodic assessment data currently collected.
- Further implement small group differentiated instruction using accommodations for our ELL population so that they may access the curriculum more effectively, which will result in higher scores on the State tests in ELA and Mathematics.
- Further implement small group differentiated instruction using accommodations for our Sp. Ed. population so that they may access the curriculum more effectively, which will result in higher scores on the State tests in ELA and Mathematics.
- Further implement small group differentiated instruction using accommodations for all students so that they may access the curriculum more effectively, which will result in higher scores on the State tests in ELA and Mathematics.
- Further expanding outreach to parents to participate in workshops, school activities, parents association, and SLT which research shows results in increased student performance.

AIDS TO CONTINUOUS IMPROVEMENT

As a result of analysis of the previous Quality Review, Progress Report, NY Start data, School Demographic Snapshot, high population of ELL's, growing number of ICT (integrated co-teaching) classes, Self Contained Special Education Students, 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 school leaders and faculty sharing a vision for the future development of the school. There is a "theory of action" which includes a rationale for the short list of clear, focused school level goals and action plans (long range, annual, and interim) apparent in the CEP and other planning documents. Our "theory of action" is thoughtfully designed to leverage changes that explicitly link to accelerated student learning and social emotional growth. The entire staff has created a school environment where students, families, and staff feel respected and encouraged to learn. School leaders and faculty use periodic assessments and other data to track progress and communicate with school community about this information so adjustments made to school-wide plans and goals during the course of the year have a positive impact and are supported by the school community.

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.

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 previous Quality Review, Progress Report, NY Start 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:

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

TWO-Year 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	
		#	%	#	%	#	%	#	%
2008-2009	452	18	4.0	66	14.6	320	70.8	48	10.6
2009-2010	454	51	11.2	151	33.3	197	43.4	55	12.1

Grade 3 Student Performance on the ELA Test									
ALL TESTED STUDENTS									
Year	Total # Tested	Level 1		Level 2		Level 3		Level 4	
		#	%	#	%	#	%	#	%
2008-2009	164	5	3.0	29	17.7	113	68.9	17	10.4
2009-2010	165	25	15.2	43	26.1	65	39.4	32	19.4

Grade 4 Student Performance on the ELA Test									
ALL TESTED STUDENTS									
Year	Total # Tested	Level 1		Level 2		Level 3		Level 4	
		#	%	#	%	#	%	#	%
2008-2009	141	10	7.1	17	12.1	100	70.9	14	9.9
2009-2010	166	13	7.8	56	33.7	90	54.2	7	4.2

Grade 5 Student Performance on the ELA Test									
ALL TESTED STUDENTS									
Year	Total # Tested	Level 1		Level 2		Level 3		Level 4	
		#	%	#	%	#	%	#	%
2008-2009	147	3	2.0	20	13.6	107	72.8	17	11.6
2009-2010	123	13	10.6	52	42.3	42	34.1	16	13

Total School Analysis: During a two-year period 2009 and 2010, the percentage of all tested; Students performing at **Level 1** increased by 10.8%. Students performing at **Level 2** increased by 18.7%. Students performing at **Level 3** decreased by 27.4%. Students performing at **Level 4** increased by 1.5%.

The positive and negative results in student achievement will be addressed by implementing activities and programs that strengthen the skills of students scoring at Levels 3 and 4 to ensure that the increase in Level 3 and 4 students is continued. Level 1 and 2 students will receive targeted instruction that address the specific needs of these students. Enrichment programs have been implemented, extended day, and after school programs.

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

ELL's

ELL's Tested 2008-2009									
ELA									
Grade	Total # Tested	Level 1		Level 2		Level 3		Level 4	
		#	%	#	%	#	%	#	%
3 rd	27	3	11.1	10	37.0	14	51.9	0	0
4 th	27	5	18.5	5	18.5	17	63.0	0	0
5 th	22	2	9.1	13	59.1	7	31.8	0	0
ELL's Tested 2009-2010									
ELA									
Grade	Total # Tested	Level 1		Level 2		Level 3		Level 4	
		#	%	#	%	#	%	#	%
3 rd	24	11	45.8	7	29.2	4	16.7	2	8.3
4 th	31	8	25.8	12	38.7	11	35.5	0	0
5 th	19	8	42.1	10	52.6	0	0	1	5.3

Total ELL Data Analysis: During a two-year period 2009 and 2010,

The percentage of ELL students performing at a **Level 1** increased in Grade 3 by 34.7%, Grade 4 by 7.3%, and Grade 5 by 33.0%.

The percentage of ELL students performing at **Level 2** in Grade 3 increased by 7.8%, Grade 4 20.2%, and Grade 5 decreased by 6.5%.

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** increased in grade 3 by 8.3% Grade 4 remains at 0% and Grade 5 increased by 5.3%.

The positive and negative results in student achievement will be addressed 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, Level 1 and 2 students will receive targeted instructional initiatives that address the specific needs of students scoring at all Levels will be accelerated.

TWO YEAR ANALYSIS OF ELA PERFORMANCE FOR STUDENTS WITH IEP'S

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

Students with IEP's Tested 2009-2010									
Grade	Total # Tested	Level 1		Level 2		Level 3		Level 4	
		#	%	#	%	#	%	#	%
3 rd	13	5	38.5	5	38.5	1	7.7	2	15.4
4 th	26	9	34.6	12	46.2	5	19.2	0	0
5 th	21	7	33.3	9	42.9	5	23.8	0	0

Total Students With IEP's Trends: During a two-year period 2009 and 2010,

The percentage of students with IEP's performing at a **Level 1** in Grade 3 increased by 26.7%, Grade 4 increased by 8.5%, and Grade 5 increased by 26.2%.

The percentage of students with IEP's performing at a **Level 2** in Grade 3 increased by 6.1%, Grade 4 increased by 28.8%, and Grade 5 increased by 25.2%.

The percentage of students with IEP's performing at a **Level 3** in Grade 3 has decreased by 48.2%. Grade 4 decreased by 37.3% and Grade 5 decreased by 47.6%.

The percentage of students with IEP's performing at **Level 4** in Grade 3 increased by 15.4% in grade 4 remained at 0% and Grade 5 decreased by 12.8%.

The negative trends in student achievement will be addressed by increasing activities and programs that strengthen the skills of students scoring at all Levels. AIS teachers are now servicing students with IEP's as well. Additionally, an Integrated Co-Teaching Class has been opened on 4 grades accept K and 1 as well as targeted instructional initiatives that address the specific needs of students scoring at all Levels will be accelerated.

-

TWO-Year 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	
		#	%	#	%	#	%	#	%
2008-2009	462	4	.9	29	6.3	244	52.8	185	40.0
2009-2010	462	25	5.4	114	24.7	188	40.7	135	29.2

Grade 3 Student Performance on the Math Test									
ALL TESTED STUDENTS									
Year	Total # Tested	Level 1		Level 2		Level 3		Level 4	
		#	%	#	%	#	%	#	%
2008-2009	169	0	0	10	5.9	97	57.4	62	36.7
2009-2010	168	12	7.1	41	24.4	63	37.5	52	31

Grade 4 Student Performance on the Math Test									
ALL TESTED STUDENTS									
Year	Total # Tested	Level 1		Level 2		Level 3		Level 4	
		#	%	#	%	#	%	#	%
2008-2009	142	2	1.4	8	5.6	68	47.9	64	45.1
2009-2010	167	5	3	37	22.2	76	45.5	49	29.3

Grade 5 Student Performance on the Math Test									
ALL TESTED STUDENTS									
Year	Total # Tested	Level 1		Level 2		Level 3		Level 4	
		#	%	#	%	#	%	#	%
2008-2009	151	2	1.3	11	7.3	79	52.3	59	39.1
2009-2010	127	8	6.3	36	28.3	49	38.6	34	26.8

Total School Data Analysis: During a two-year period 2009 and 2010, The percentage of all tested students at **Level 1** decreased by 3.6%.

Students performing at **Level 2**, has increased by 18.4%.

Students performing at **Level 3** showed a decrease of 12.2%.

Students performing at a **Level 4** showed a decrease of 11%.

The negative trend in student performance will be addressed by increasing activities and programs that strengthen the skills of students scoring at Levels 1, 2, 3 and 4. 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.

**TWO - YEAR ANALYSIS OF MATH PERFORMANCE
FOR TARGETED SUBGROUPS (BY GRADE)
ELL's**

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

ELL's Tested 2009-2010									
Math									
Grade	Total # Tested	Level 1		Level 2		Level 3		Level 4	
		#	%	#	%	#	%	#	%
3 rd	27	7	25.9	11	40.7	8	29.6	1	3.7
4 th	32	3	9.4	11	34.4	12	37.5	6	18.8
5 th	23	6	26.1	13	56.5	4	17.4	0	0

Total ELL Data analysis: Over a two-year period 2009 and 2010,

The percentage of ELL students performing at a **Level 1** increased in Grade 3 by 25.9%, Grade 4 increased by 9.4%, and Grade 5 increased by 18.4%.

The percentage of ELL students performing at **Level 2** in Grade 3 increased by 14%, Grade 4 increased by 27.3%, and Grade 5 increased by 33.4%.

The percentage of ELL students performing at **Level 3** in Grade 3 decreased by 27.1%, Grade 4 increased by 19.6%, and Grade 5 decreased by 34.4%.

The percentage of ELL students performing at **Level 4** in Grade 3 decreased by 13%, Grade 4 increased by 33% and Grade 5 decreased by 7.7%.

The positive and negative results in student achievement will be targeted by increasing activities and programs that strengthen the skills of students scoring at all levels and increasing the percentage of students achieving Level 3 and 4 status. AIS teachers are now servicing ELL students as well.

**TWO YEAR ANALYSIS OF STUDENTS WITH IEP's
in MATH PERFORMANCE**

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

Students with IEP's Tested 2009-2010									
Math									
Grade	Total # Tested	Level 1		Level 2		Level 3		Level 4	
		#	%	#	%	#	%	#	%
3 rd	14	4	28.6	4	28.6	5	35.7	1	7.1
4 th	25	4	16	15	60	6	24	0	0
5 th	21	1	4.8	10	47.6	10	47.6	0	0

Total Students With IEP's Trends: Over a Two-year period in 2009 and 2010, the percentage of students with IEP's performing at a **Level 1** in Grade 3 increased by 28.6%, Grade 4 increased by 6.5%, and Grade 5 increased by 4.8%.

The percentage of students with IEP's performing at a **Level 2** in Grade 3 increased by 13%, Grade 4 increased by 41%, and Grade 5 increased by 34.4%.

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, decreased by 26.2%. In Grade 4 it decreased by 37.9%. Grade 5 decreased by 25.7%

The negative trend in student achievement will be addressed by implementing activities and programs that strengthen the skills of students scoring at all levels with a goal of achieving Level 3 and 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 Levels 1 and 2 will be accelerated to accommodate our increasing special education population.

SECTION V: ANNUAL SCHOOL GOALS

Annual Goal	Description
1. SMART GOAL- For the 2010-2011 school year 13 of our 4 th grade students and eight of our 5 th grade students who scored at a level 2 on the New York State ELA will increase their scale score to achieve a level 3 proficiency score.	As determined by analysis of assessment data the SLT determined that a need exists for an increase in performance of students who achieved a proficiency score of 2 in Grades 3, 4, 5 on the New York State ELA.
2. SMART GOAL- In the 2010-2011 school year, 10 4 th grade students and 10 5 th grade students who scored a proficiency score of a low level 3 will increase their scale scores to score at a higher level 3.	As determined by analysis of assessment data the SLT determined that a need exists for an increase in performance of students who achieved a proficiency score of a low level 3 in Grades 3, 4, 5 on the New York State ELA.
3. SMART GOAL- In the 2010-2011 school year teachers will differentiate instruction based on effective review and use of data. With effective strategies 200 students school wide will increase by 3 reading levels in regular education classes, by 2 reading levels in ESL classes, and 2 reading levels for students with IEP's as measured by running records (Fountas and Pinnell), teacher created assessments and IRI's.	After evaluating the performance of all students it was determined by school leaders and faculty that differentiated data driven instruction was necessary to enhance the decoding, stamina, and reading comprehension of the students.
4. SMART GOAL- In the 2010-2011 school year, Inquiry Teams will expand to include cluster and classroom teachers to collaborate and discuss implementation strategies to effectively increase overall RAI scores by the total number of questions answered correctly for one out of four students.	Inquiry Team Teachers identify a student subgroup within their classroom focusing on a reading skill assessed on the RAI assessment. During Inquiry Team meetings best strategies to improve student performance on this selected skill are discussed and implemented in the classroom through differentiated activities.
5. SMART GOAL- For the 2010-2011 school year school leaders and faculty and the parent coordinator will provide a variety of communications, workshops, and visitation opportunities for parents to increase their knowledge of specific content areas of literacy while building a stronger home to school connection as measured by an increase in 10 parents participation recorded by sign in sheets and written responses.	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

English Language Arts

All Students

<p>Annual Goal #1 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>For the 2010-2011 school year 13 of our 4th grade students and 8 of our 5th grade students who scored at a level 2 on the New York State ELA will increase their scale score to achieve a level 3 proficiency score.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Strategies/activities – differentiated instruction targeting specific skills, listening, reading, and writing, and test taking strategies Target Population- all 4th and 5th grade students Responsible staff - school leaders, classroom teachers, teachers work with students during professional periods, AIS, SETSS, and speech teachers Timeline: Sept 2010 – June 2011</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>AIS Funded by TL Fair Student Funding SETSS and Speech/language therapists Funded by TL Fair Student Funding using previously purchased leveled classroom libraries, Buckle Down (Grade 3), Measuring Up (Grades 4,5), Spotlights on Listening Comprehension, Read Naturally, Grammar Workshop, Vocabulary Workshop, Sadlier Word Study, Poetry and Word Work cluster programs, Wilson, and Earobics programs. Materials Purchased with: NYSTL Textbooks TL FSF Legacy Teacher Supplement Title I SWP Classroom Teachers and Administrators funded by TL Fair Student Funding After School Programs funded by Title I SWP and Title III ESL</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Benchmarks- September: teacher created diagnostic assessments, RAI #1,(Grades 4,5) IRI's (running records) October: RAI #2 (Grades 4,5) November: ELA ITA#1 December: RAI #3 (Grade 4), IRI's (running records) January: ELA Predictive, Teacher Created Midterm Assessments February: RAI #4 (Grade 4) RAI#3 (Grade 5) March: ELA ITA#2, IRI's (running records) April: RAI #5 (Grade 4) May: New York State ELA June: Teacher created Final examinations</p> <p>Projected Gains: 13 of our 4th graders and 8 of our 5th graders will increase their proficiency score from a level 2 to a level 3</p>

English Language Arts

All Students

<p>Annual Goal #2 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>In the 2010-2011 school year, 10 4th grade students and 10 5th grade students who scored a proficiency score of a low level 3 will increase their scale scores to score at a higher level 3.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Strategies/activities – differentiated instruction targeting specific skills, listening, reading, and writing, and test taking strategies</p> <p>Target Population- all 4th and 5th grade students</p> <p>Responsible staff - school leaders, classroom teachers, teachers work with students during professional periods, AIS</p> <p>Timeline: Sept 2010 – June 2011</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>AIS Funded by TL Fair Student Funding using previously purchased leveled classroom libraries, Buckle Down (Grade 3), Measuring Up (Grades 4,5) Grammar Workshop, Vocabulary Workshop, Sadlier Word Study, Poetry and Word Work cluster programs.</p> <p>Classroom Teachers and Administrators funded by TL Fair Student Funding</p> <p>After School classroom teachers and materials funded by Title I SWP and Title III ESL</p> <p>Materials Purchased with:</p> <p>NYSTL Textbooks</p> <p>TL FSF Legacy Teacher Supplement</p> <p>Title I SWP</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Benchmarks- September: teacher created diagnostic assessments, RAI #1(Grades 4,5) IRI's (running records)</p> <p>October: RAI #2 (Grades 4,5)</p> <p>November: ELA ITA#1</p> <p>December: RAI #3 (Grades 4), IRI's (running records)</p> <p>January: ELA Predictive, Teacher Created Midterm Assessments</p> <p>February: RAI #4 (Grade 4) RAI#3 (Grade 5)</p> <p>March: ELA ITA#2, IRI's (running records)</p> <p>April: RAI #5 (Grade 4)</p> <p>May: New York State ELA</p> <p>June: Teacher created Final examinations</p> <p>Projected Gains: 10 4th graders and 10 5th graders will increase their proficiency score from a low level 3 to a higher level 3</p>

English Language Arts

All Students

<p>Annual Goal #3 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>In the 2010-2011 school year teachers will differentiate instruction based on effective review and use of data. With effective strategies 200 students school wide will increase by 3 reading levels in regular education classes, by 2 reading levels in ESL classes, and 2 reading levels for students with IEP's as measured by running records (Fountas and Pinnell), teacher created assessments and IRI's.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Strategies/activities – differentiated instruction targeting specific skills, reading, and writing</p> <p>Target Population- Grades K-5</p> <p>Responsible staff - School leaders, classroom teachers, teachers work with students during professional periods, AIS, SETSS, and speech teachers</p> <p>Timeline- September 2010 – June 2011</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Classroom Teachers, AIS and Administrators funded by TL Fair Student Funding ESL Classroom teachers funded by TL Fair Student Funding and School Support Supplements SETSS and Speech funded by TL Fair Student Funding ESL classroom teachers funded by TL Fair Student Funding and Title III LEP Materials Purchased with: NYSTL Textbooks TL FSF Legacy Teacher Supplement Title I SWP</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Benchmarks- September: teacher created diagnostic assessments, IRI's (running records) E-CLAS October: E-CLAS November: ELA ITA#1 IRI's (running records) December: IRI's (running records) January: ELA Predictive, Teacher Created Midterm Assessments, E-PAL February: IRI's (running records) March: ELA ITA#2, IRI's (running records) April: E-CLAS May: New York State ELA, IRI's (running records), E-CLAS June: Teacher created Final examinations</p> <p>Projected Gains: 200 students school wide will increase by three reading levels and 2 reading levels for students in ESL classes and students with IEP's</p>

Inquiry Teams

Data Analysis

<p>Annual Goal #4 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>In the 2010-2011 school year, Inquiry Teams will expand to include cluster and classroom teachers to collaborate and discuss implementation strategies to effectively increase overall RAI scores by the total number of questions answered correctly for one out of four students.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Professional Development- will be provided during monthly faculty conferences and staff development days. Professional development will be facilitated by AIS teachers, Inquiry Team, technology teacher, and administrators through PowerPoint presentations, and hands-on activities. Target Population- All pedagogical staff members Timeline- 40 minute faculty conference as administrators deem necessary, Election Day Staff Development Day</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Classroom Teachers and Administrators funded by TL Fair Student Funding AIS teachers funded by Title I Inquiry Team funded by Tax Levy: Children's First Inquiry Teams</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Benchmarks: September: teacher created diagnostic assessments, RAI #1(Grades 4,5) October: RAI #2 (Grades 3, 4,5) November: RAI#1 (Grade 2) December: RAI #3 (Grades 3, 4) February: RAI #4 (Grade 4) RAI#3 (Grade 5) March: RAI #2 (Grade 2) April: RAI #5 (Grade 4) Projected Gains: 1 out 4 students will increase their RAI scores</p>

Parental Involvement

Parents

<p>Annual Goal #5 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>For the 2010-2011 school year school leaders and faculty and the parent coordinator will provide a variety of communications, workshops, and visitation opportunities for parents to increase their knowledge of specific content areas of literacy while building a stronger home to school connection as measured by an increase in 10 parents participation recorded by sign in sheets and written responses.</p>														
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>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 20 monthly parent workshops based on the needs. Including but not limited to reading, writing, math, science projects, speech, testing, hygiene and nutrition, homework help, technology, Everyday Mathematics, nutrition, and curriculum. Responsible Staff- Parent Coordinator and relevant staff members</p>														
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Workshops are funded by Title I Parental Involvement Parent Coordinator funded by TL Parent Coordinator Coaches funded by TL Fair Student Funding 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</p>														
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Periodic Review- Attendance sign in sheets for meetings as listed below:</p> <table border="1" data-bbox="739 1019 1843 1317"> <tr> <td data-bbox="739 1019 961 1170"> <p align="center"><u>September</u> RAI Testing MAI Testing</p> </td> <td data-bbox="961 1019 1178 1170"> <p align="center"><u>October</u> Reading Writing Testing Orientations</p> </td> <td data-bbox="1178 1019 1394 1170"> <p align="center"><u>November</u> Reading Writing Math MAI Testing</p> </td> <td data-bbox="1394 1019 1610 1170"> <p align="center"><u>December</u> Reading Writing Math Speech Technology</p> </td> <td data-bbox="1610 1019 1843 1170"> <p align="center"><u>January</u> Reading Writing Math</p> </td> </tr> <tr> <td data-bbox="739 1170 961 1317"> <p align="center"><u>February</u> Reading Math Science Projects LAB and NYSESLAT</p> </td> <td data-bbox="961 1170 1178 1317"> <p align="center"><u>March</u> Reading Writing Technology Science Testing</p> </td> <td data-bbox="1178 1170 1394 1317"> <p align="center"><u>April</u> Reading Writing Math Technology</p> </td> <td data-bbox="1394 1170 1610 1317"> <p align="center"><u>May</u> Reading Writing Math</p> </td> <td data-bbox="1610 1170 1843 1317"> <p align="center"><u>June</u> Final Examinations</p> </td> </tr> </table> <p>Projected Gains: An increase of 10 parents in parents participation</p>					<p align="center"><u>September</u> RAI Testing MAI Testing</p>	<p align="center"><u>October</u> Reading Writing Testing Orientations</p>	<p align="center"><u>November</u> Reading Writing Math MAI Testing</p>	<p align="center"><u>December</u> Reading Writing Math Speech Technology</p>	<p align="center"><u>January</u> Reading Writing Math</p>	<p align="center"><u>February</u> Reading Math Science Projects LAB and NYSESLAT</p>	<p align="center"><u>March</u> Reading Writing Technology Science Testing</p>	<p align="center"><u>April</u> Reading Writing Math Technology</p>	<p align="center"><u>May</u> Reading Writing Math</p>	<p align="center"><u>June</u> Final Examinations</p>
<p align="center"><u>September</u> RAI Testing MAI Testing</p>	<p align="center"><u>October</u> Reading Writing Testing Orientations</p>	<p align="center"><u>November</u> Reading Writing Math MAI Testing</p>	<p align="center"><u>December</u> Reading Writing Math Speech Technology</p>	<p align="center"><u>January</u> Reading Writing Math</p>											
<p align="center"><u>February</u> Reading Math Science Projects LAB and NYSESLAT</p>	<p align="center"><u>March</u> Reading Writing Technology Science Testing</p>	<p align="center"><u>April</u> Reading Writing Math Technology</p>	<p align="center"><u>May</u> Reading Writing Math</p>	<p align="center"><u>June</u> Final Examinations</p>											

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

All Title I schools must complete this appendix.

Appendix 1: Academic Intervention Services (AIS) Summary Form

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS			
K	22	33	N/A	N/A	2	2	1
1	70	86	N/A	N/A	4	1	0
2	82	107	N/A	N/A	2	0	1
3	160	118	N/A	N/A	3	0	1
4	136	102	24	0	0	1	1
5	211	185	7	8	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 – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessment

All Title I schools must complete this appendix.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	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, and Reading A-Z, Slossan Oral Reading and Authentic literature were used for daily instruction and test preparation.
Mathematics:	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.
Science:	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.
Social Studies:	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.
At-risk Services Provided by the Guidance Counselor:	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.
At-risk Services Provided by the School Psychologist:	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.
At-risk Services Provided by the Social Worker:	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
At-risk Health-related Services:	In small group settings sessions are provided for asthma training using videos, and role playing. Assemblies through videos and role playing in large group settings.

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

NCLB/SED requirement for all schools

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 2	District 30	School Number 070	School Name Lt. Petrosino
Principal Mrs. Donna Geller		Assistant Principal Mariza Cerff, Susan Cvitkovich	
Coach Betty Ignatiadis		Coach Maria Palagian	
Teacher/Subject Area Claire Georgiou/ESL		Guidance Counselor Teresa Rocha	
Teacher/Subject Area Jennifer Franz/ESL		Parent Claudia Chacon	
Teacher/Subject Area Giannoula Michaelopoulos		Parent Coordinator Maria Hernandez	
Related Service Provider Sharon Katz (speech)		Other type here	
Network Leader Nancy DiMaggio		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	11	Number of Certified Bilingual Teachers	1	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	1025	Total Number of ELLs	260	ELLs as Share of Total Student Population (%)	25.37%
------------------------------------	-------------	----------------------	------------	---	---------------

Part II: ELL Identification Process

All Title I schools must complete this appendix.

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.

Paste response to questions 1-6 here

1. At the time of registration, parents are required to give information about their child's language proficiencies and engage in an informal interview process by an ESL certified teacher, 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 (ELL) or non-ELLs. Spanish speaking ELL students are administered the Spanish LAB. Once a child is determined to be eligible for ELL 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. Every school year, the parents of our ELL students are invited to a NYSESLAT workshop. Certified ESL teachers provide an overview of the NYSESLAT and discuss and explain questions the parents might have about the test.
2. Once ESL eligibility is determined, entitlement letters are sent home of which copies are kept on file at the school. Every school year, in September, we have an initial parent orientation meeting for the parents of our ELL students to explain the three program choices: Transitional Bilingual, Dual Language and Freestanding ESL. We also hold additional orientations, giving the opportunity to parents who were not able to attend the previous meetings, to attend.
3. 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 at PS 70 and 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.
4. Within 10 days, and after meeting with the parents and 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.
5. 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 2008-2009, 2009-2010 and 2010-2011 school years it is evident that the majority of parents of ELLs entering PS 70 requested Freestanding English as a Second Language (ESL) classes and/or monolingual classes with ESL push-in services. The Program Selection Forms indicate that 25 parents requested ESL, 15 parents requested TBE, 12 parents requested Spanish Dual Language, 9 parents requested Arabic Dual language and 1 parent requested Portuguese Dual Language.
6. 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

All Title I schools must complete this appendix.

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	1	0	0	0	0	0								1
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0								0
Freestanding ESL														
Self-Contained	2	1	2	2	1	1								9
Push-In	1	4	1	1	1	1								9
Total	4	5	3	3	2	2	0	0	0	0	0	0	0	19

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	260	Newcomers (ELLs receiving service 0-3 years)	240	Special Education	17
SIFE	1	ELLs receiving service 4-6 years	19	Long-Term (completed 6 years)	1

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	21	0	0	0	0	0	0	0	0	21
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	223	1	13	16	0	3	0	0	1	239
Total	244	1	13	16	0	3	0	0	1	260

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	21													21
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	21	0	21											

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

All Title I schools must complete this appendix.

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	31	34	18	31	12	19								145
Chinese	1	0	1	0	1	0								3
Russian	0	0	0	0	0	0								0
Bengali	2	4	4	1	0	4								15
Urdu	2	5	2	3	2	8								22
Arabic	11	4	5	8	1	4								33
Haitian	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	0	1	0	0	0								2
Polish	0	1	1	1	1	0								4
Albanian	2	1	1	1	1	0								6
Other	7	9	3	7	2	2								30
TOTAL	57	58	36	52	20	37	0	260						

Part IV: ELL Programming

A. Programming and Scheduling Information

<ol style="list-style-type: none"> 1. How is instruction delivered? <ol style="list-style-type: none"> 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)? <ol style="list-style-type: none"> 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? <ol style="list-style-type: none"> 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.
<ol style="list-style-type: none"> 1. At PS 70, there is one kindergarten bilingual class and nine Freestanding ESL classes. For ESL, PS 70 has the self-contained classes as well as the ESL push-in/Co-Teaching model. Our ESL students are placed in heterogeneous groups and by appropriate grade level. Our philosophy is that ELL students develop language proficiency in a more concrete manner when they are given the opportunity to not only pair up with students 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. 2. PS70's TBE kindergarten class offers instruction in Spanish with intensive support in English and vocabulary development. In the TBA class, 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. 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 ESL push-in/co-teaching model by two state certified ESL teachers. The units of ESL instruction are regulated by NYS CR Part 154. ELL students at the Beginning and Intermediate level are provided with 360 minutes of ESL instruction per week. ELL students at the Advanced level rare provided with 180 minutes of ESL instruction per week. ELL students receive 450 minutes of ELA instruction per week. 3. 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/Co-Teaching model by two state certified ESL teachers. Instructional techniques will vary based on the level of the learner. Students' instruction involves guided reading and writing, manipulatives, visuals, word builder cards, graphic organizers, small group instruction, and cooperative learning. ELL students are encouraged to use their first language to maintain their self confidence and self esteem. Students are provided with access to the school's newly remodeled library, which includes books in several different languages. Also, classroom libraries are equipped with native language books. 4. To further support differentiated instruction and small group instruction, classes with ELLs are provided with ELA Academic Intervention Services (AIS) push-in teachers and RTI teachers. <ol style="list-style-type: none"> a. We have one student 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, listening and reading comprehension, 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 student's achievement of these short-term goals, she is encouraged and motivated to work toward her long-term goals. b. Instruction for newcomers at PS 70 consists of several ESL methods that include, but are not limited to use of TPR, role-play, vocabulary development, picture references and realia, small group instruction and cooperative learning. 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 student at PS 70 has access to a computer lab 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. Teachers are Newly enrolled ELLs are encouraged to communicate in their native language, materials are modified, scaffold and differentiated instruction, teachers are able to include newcomer students in grade-level tasks and activities, so that these students 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. Instruction is guided by informal and formal assessments in order to prepare the students for the ELA, a high-stakes state exam. PS 70 takes part in optional city assessments so that these students 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.” 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.

c. For ELL students 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 student 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.

d. This year P.S. 70 does not have long term ELLs.

e. ELLs with special needs are placed as per their IEPs in our CTT classes and/or 12:1, 12:1:1 self-contained classes. Educational goals, short-term and long-term goals fro ELLs with special needs are set through the student’s IEP. Every teacher working with 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 collaboration between the ESL and the Special Education teachers, specific strategies are used according to the educational needs of each student. A fully certified ESL teacher pushes into these classrooms and instruction occurs in small groups. Techniques will vary based on the level of the learner. Students’ instruction involves vocabulary development, 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.

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

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

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

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

Native Language Arts and Native Language Support

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



75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

B. Programming and Scheduling Information--Continued

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

5. Instruction at PS 70 is in alignment with the New York City and New York State content and performance standards. Instruction focuses on literacy, math, science, social studies, 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, and graphic organizers. ELL materials including software, authentic level libraries with high interest selections, commercially prepared and teacher made materials are used in daily instruction in the classrooms and in the

school library. PS 70 follows the workshop model for all academic areas while incorporating ESL strategies, addressing the needs of all beginning, intermediate and advanced 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 and Math instruction. The vision for all students of PS 70 is to build upon their prior knowledge to achieve higher academic success as our students will become the new community.

6. PS 70 continues to support ESL students 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. Proficient ESL students 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 students, as well as ESL students with IEPs. This photography program incorporates writing and reading activities, along with hands-on experience in technology and the arts.

7./8. Due to parent choice 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 open a first grade TBE class if enough parents show interest.

9. All ELLs at PS 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. The Title III program invites all 3rd, 4th, and 5th grade ELL students and offers them support in ELA and math, and prepares them for all the state tests.

10. PS 70 follows the Workshop Model for all academic areas while incorporating ESL strategies, addressing the needs of all beginner, intermediate and advance students. 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. PS 70 offers technology instruction to all grade levels through the use of our computer lab, 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.

11. For the TBE kindergarten program, NLA support is provided throughout the day. As stated, in the beginning levels of English language development, 75% of instruction time will take place in the students' native language and 25% in English. As students develop fluency in English, instruction time increases as outlined in CR Part 154 policy guidelines. 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.

12. Instruction, resources and services at PS 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.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

1.

D. Professional Development and Support for School Staff

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

Assistant principals, ESL teachers, special education teachers, speech teachers, social worker, guidance counselor, and psychologist 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

Attendance logs of faculty conferences, comitee meetings, workshops are maintained by the coaches ensure that the requirement of the 7.5 hours of ELL training for all staff is met.

Assistant principals, ESL teachers, special education teachers, speech teachers, social worker, and psychologist, guidance counselor working with ELL students are receiving ongoing professional development support via the following:

- All day professional development workshops provided by ESL teachers, Network 2 support specialist and BETAC - Effective classroom instruction and intervention for ELLs, Meaningful literacy development for Elementary ELLs, Common Core Standards and implications for ELLs.
- 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

Paste response to questions 1-3 here

E. Parental Involvement

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

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, all parents are invited to attend workshops on ELA and Math state exams. Parents and the school principal meet once a month. They are invited to have an informal conversation with her and the parent coordinator about parent needs and concerns such as academics and curriculum. These discussions help build a stronger partnership and between the school and home, and maintain communication between school staff and parents. See parent translation policy.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	29	25	6	9	2	5								76
Intermediate(I)	7	25	10	20	6	13								81
Advanced (A)	21	7	20	24	12	19								103
Total	57	57	36	53	20	37	0	0	0	0	0	0	0	260

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	1	3	0	1	1	0							
	I	1	17	2	3	0	1							
	A	0	19	24	18	9	16							
	P	0	11	4	23	10	10							
READING/ WRITING	B	2	20	3	2	2	1							
	I	0	22	9	17	6	9							
	A	0	7	6	26	12	12							
	P	0	2	11	0	0	5							

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	10	3	3	2	18
5	8	10	8	2	28
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	4		12		4		0		20
5	3		12		9		2		26
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0		2		13		13		28
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed									0

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

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

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

All Title I schools must complete this appendix.

ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

1. The assessment tools that PS 70 uses to assess the early literacy skills of the ELLs are: ECLAS 2, Fountas and Pinnell and teacher created assessments. 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.

2. After careful analysis of the LAB-R and the spring 2010 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. In the 2010 NYSESLAT, forty three (43) ELL students became proficient, seventy nine (79) ELLs moved up a level, and seven ELLs dropped a level. Our major concern is the one hundred thirty four (134) ELLs who stayed on the same level. Our findings conclude that the receptive skills (listening and reading) appear to be stronger than the productive skills (writing and speaking).

3. PS 70 will continue targeting the needs of our ELLs 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 more structured and scaffolded writing lessons to provide the necessary strategies to help them perform at higher level.
- Involving students regularly in collaborative learning through pair and group work. We see a need to target writing and speaking by providing our ELLs with more opportunities for verbal interaction through small group instruction and differentiated instruction.
- 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 visits with ESL teachers

4. Our goal is to move students in the intermediate level to the advanced and/or proficient level. In the ELA exam the majority of ELLs fall on level 1 and 2, eleven in level 3, and two in level 4. In the NYS Math, NYS Science the majority of ELLs fall in level 3, and in level 4. PS 70 has replaced the ELL periodic assessment with Reading Achievement Indicator (RAI) which measures 12 reading skills. The third graders and fourth graders take the RAI 5 times a year and the fifth graders 3 times a year. All assessments are given in English.

Additional Information

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

Additional Information

Paste additional information here

Part VI: LAP Assurances

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

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

	Network Leader		
	Other		

**School Building Instructional Program/Professional Development
Overview
Title III, Part A LEP Program**

School District: 30
School Building: P.S. 70Q

Type of Program: Bilingual ___ ESL ___ Both: X
No. ELL Students Served 2009-10: 261

Name of Principal: Donna Geller

Principal's Signature: _____

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 2010-2011, 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.

I. 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.

II. 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

Section III. Title III Budget

School District PS 70/30

For Title III Professional Development

BEDS Code 343000010070

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>
<i>Code 40 Purchased Services</i>	<i>As Funds Allow /To Be Determined</i>

All Title I schools must complete this appendix.

<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 45 Supplies and Materials</i>	<i>As Funds Allow /To Be Determined</i>
<i>Code 46 Travel Expenses</i>	<i>As Funds Allow /To Be Determined</i>

**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 Total Code 15</p> <p>Code 45 – Supplies and Materials Instructional Professional Development Parent/Com. Involvement Total</p> <p>Code 45 Code 80 – Employee Benefits Instructional Professional Development Parent/Com. Involvement Total Code 80</p> <p>Code Instructional Professional Development Parent/Com. Involvement Total</p> <p>Code</p>	<p>To Be Determined /As Funds Allow</p>
School Budget Summary Total	

All Title I schools must complete this appendix.

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

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

Directions: On the action plan template provided below, indicate the key actions to be implemented for the 2010-11 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>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.</p>	
<p>ACTION STEP – WHAT needs to be done to accomplish goal?</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>WHEN?</p> <p>➤ Implementation Timeline: Start/End Dates, Frequency, and Duration</p>	<p>September 2010-June 2011</p>
<p>BY WHOM?</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>SUPPORT</p> <p>➤ Resources/Cost/Funding Source (including fiscal and human resources)</p>	<p>Title III</p>
<p>INDICATORS OF PROGRESS AND/OR ACCOMPLISHMENT – How will the school know whether strategies are working?</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 2011</p> <ul style="list-style-type: none"> ○ Increased parent participation in parent workshops, meetings, scheduled events based on attendance sheets. ○ Parent Surveys ○ Increase in the use of Department of Education Translation Services

Appendix 4: NCLB Requirements For Title I Schools

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$574,377.00	\$22,648.00	\$59,702.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$5,748.77	\$226.48	\$5,975.25
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$28,718.00		
4. Enter the anticipated 10% set-aside for Professional Development:	\$57,437.00		

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 98.8%

6. If the percentage of high quality teachers during 2010-2011 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.

Positions are posted and teachers are placed in classes based on appropriate certifications and experience. Teachers attend classes for certification needed for each area. Teachers apply for appropriate certification. Teachers attend workshops that are grade appropriate on assessments, instructional methods and materials. Professional development is provided, monthly faculty conferences and monthly grade conferences

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

All Title I schools must complete this appendix.

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

P.S. 70 Queens

School Parental Involvement Policy

20010-2011

* * * * *

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

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 phones calls

4. **P.S. 70 Queens** will coordinate and integrate Title 1 parental involvements 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 disables, have limited English proficiency, have limited literacy, or are off any racial or ethnic background) The

School will use the findings of the evaluation about its parents 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 describe 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 its 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 18, 2010

This policy was adopted by **P.S. 70 Queens** on **May 23, 2010** 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, 2010.

(Signature of Authorized Official)

(Date)

Part B: School-Parent Compact

**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 2010-2011.

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

All Title I schools must complete this appendix.

2. Hold parent-teacher conferences, biannually in elementary schools at which time 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. 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. 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 supervisors
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 Schoolwide 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 meeting will be held 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. All parents of children participating in Title I, Part A will be invited and encouraged to attend.

All Title I schools must complete this appendix.

9. Information will be provided 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. Information will be provided to the parents of participating children in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the various types of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. At parental request, we will 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 possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in Math ELA, Science (grade 4), and Social Studies (grade 5).
13. Provide each parent timely notice when their child has been assigned or has been taught for four or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the TitleI.

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 children watch.
- Volunteering in child's classroom.
- Participating, as appropriate, in decisions relating to children's education.
- Promoting positive use of child's extracurricular time.
- Staying informed about child's education and communicating with the school by promptly reading all notices from the school or the school district either received by the 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 our homework every day and ask for help when needed.
- Read at least 30 minutes every day outside of school time.

All Title I schools must complete this appendix.

- Give our parents or guardian all notices and information received by us from our school everyday.

SIGNATURES:

_____	_____	_____
SCHOOL	PARENT(S)	STUDENT
_____	_____	_____
DATE	DATE	DATE

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

All Title I schools must complete this appendix.

Directions: Describe how the school will implement the following components of a School wide 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 2010-2011 school year, we will maintain 1 self-contained special education 12:1 class and 1 12:1:1 class, and 4 CTT classes and 8 ½ day pre-k classes. Currently, children in Grades 1-5 receive Special Education Teacher Support Services and related services.

We have 2 bilingual Education classes and 1-2 self-contained ESL classes on each grade. There are 2 push-in ESL teachers.

- b) Use effective methods and differentiated instructional strategies that are based on scientifically-based research:
 - o There is extended day 4 times a week for 37 1/2 minutes. 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 Teacher Support Services, 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 cluster, 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 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 maintain 8 ½ day pre school classes for the 2010-2011 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.

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

Explanation/Background:

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

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

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with

disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$574,377.00	✓	20-25, 47-48
Title I, Part A (ARRA)	Federal	✓			\$22,648.00	✓	20-25, 47,48
Title II, Part A	Federal	✓			\$67,299.00	✓	20-25, 47, 37
Title III, Part A	Federal	✓			\$38,660.00	✓	30-36
Title IV	Federal	✓			\$62,558.00	✓	30-36
IDEA	Federal	✓			\$197,758.00	✓	20-25, 47-48

All Title I schools must complete this appendix.



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

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

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.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 070 Queens					
District:	30	DBN:	30Q070	School		343000010070

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	92	107	115		95.3	95.3	95.2
Kindergarten	148	159	171				
Grade 1	158	151	158	Student Stability - % of Enrollment:			
Grade 2	187	164	144	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	167	168	171		93.3	95.2	95.0
Grade 4	146	171	173				
Grade 5	153	134	163	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		70.0	85.5	78.7
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		5	5	16
Grade 12	0	0	0				
Ungraded	0	9	4	Recent Immigrants - Total Number:			
Total	1051	1063	1099	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					33	30	20

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	20	18	17	Principal Suspensions	0	6	2
# in Collaborative Team Teaching (CTT) Classes	22	25	29	Superintendent Suspensions	1	3	4
Number all others	63	66	48				

These students are included in the enrollment information above.

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

<i>(As of October 31)</i>	2008-09	2009-10	2010-11	Number of Staff - Includes all full-time staff:			
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	30	18	TBD	Number of Teachers	78	81	77
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	13	13	11
# receiving ESL services only	195	220	TBD				
# ELLs with IEPs	8	30	TBD				

These students are included in the General and Special Education enrollment information above.	Number of Educational Paraprofessionals	4	4	7
--	---	---	---	---

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	98.7	98.8	100.0

				% more than 2 years teaching in this school	74.4	81.5	92.2
--	--	--	--	---	------	------	------

				% more than 5 years teaching anywhere	56.4	58.0	70.1
--	--	--	--	---------------------------------------	------	------	------

Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
American Indian or Alaska Native	0.3	0.2	0.5	% core classes taught by "highly qualified" teachers	89.6	96.3	94.4

Black or African American	2.3	2.1	2.3				
---------------------------	-----	-----	-----	--	--	--	--

Hispanic or Latino	42.5	40.3	40.5				
--------------------	------	------	------	--	--	--	--

Asian or Native Hawaiian/Other Pacific	21.5	21.5	20.7				
--	------	------	------	--	--	--	--

White	33.3	35.6	35.9				
-------	------	------	------	--	--	--	--

Male	53.2	53.0	54.0				
-------------	------	------	------	--	--	--	--

Female	46.8	47.0	46.0				
---------------	------	------	------	--	--	--	--

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

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

All Title I schools must complete this appendix.

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							
American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	v	v					
White	v	v					
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
Student groups making	7	7	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	C	Overall Evaluation:	NR
Overall Score:	38.9	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment:	5.3	Quality Statement 2: Plan and Set Goals	
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	
School Performance:	7	Quality Statement 4: Align Capacity Building to Goals	
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	
Student Progress:	24.1		
<i>(Comprises 60% of the</i>			
Additional Credit:	2.5		

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

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

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